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REPORT

ON THE CONDITION OF

English-French Schools

IN THE

Province of Ontario

BY

F. W. MERCHANT

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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TORONTO, February 24th, 1912.

THE HON. R. A. PYNE, M.D., LL.D., M.P.P.,
Minister of Education, Toronto.

SIR,—In compliance with the instructions contained in your letter No. 13621 V4, to investigate and report upon the English-French Schools, Public and Separate, of the Province, I visited the following schools:

(a) The English-French R.C. Separate Schools in the Counties of Essex and Kent.	33 schools with 70 teachers.
(b) The English-French Public Schools in the County of Essex.	16 schools with 21 teachers.
(c) The English-French Public Schools in the County of Kent.	4 schools with 4 teachers.
(d) The English-French R.C. Separate Schools in the County of Russell and the City of Ottawa.	66 schools with 189 teachers.
(e) The English-French R.C. Separate Schools in the County of Prescott.	52 schools with 85 teachers.
(f) The English-French Public Schools in the Counties of Prescott and Russell.	34 schools with 41 teachers.
(g) The English-French R.C. Separate Schools in the Districts.	30 schools with 90 teachers.
(h) English-French Public Schools in the Districts.	30 schools with 33 teachers.
(i) English-French Public Schools in the Counties of Stormont and Glengarry.	4 schools with 5 teachers.
Total.....	269 schools with 538 teachers.

The following English-French Schools were not visited:

(a) Public Schools in the Districts.	26 schools with 26 teachers.
(b) R.C. Separate Schools in the Districts.	31 schools with 39 teachers.
(c) Public Schools in the Counties.	8 schools with 8 teachers.
(d) R.C. Separate Schools in the Counties and Cities.	11 schools with 31 teachers.
Total.....	76 schools with 104 teachers.

In the above statements, English-French School is interpreted to mean any school in which the French language is a subject of instruction, or is used by the teacher as a medium of communication or instruction. The lists of schools are compiled from the records of the Department of Education, and from correspondence with the Inspectors.

In choosing for inspection the schools in the Districts, I selected those which were regarded as typical of the prevailing conditions. I assured myself through correspondence that the schools not visited in counties and cities do not present features not noted in the schools inspected in other parts of the Province.

The examination of schools was begun on November 2nd, 1910, and completed on February 8th, 1912.

I have the honour to submit herewith my report.

I have the honour to be,

Sir,

Your obedient servant,

F. W. MERCHANT.

Report on English-French Schools.

I. SCHOOLS INSPECTED.

The schools named in the following lists were visited in the course of the investigation. In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.

R. C. SEPARATE SCHOOLS, ESSEX AND KENT.

Schools.	Section No.	No. of Teachers	Schools.	Section No.	No. of Teachers
Anderdon	2,5 and 8	2	Tilbury, North	7	1
Anderdon	11	1	Tilbury, North	10	1
Colchester, North	3B	1	Tilbury, North	11	1
Maidstone	1	1	Dover	3	2
Rochester	3	1	Dover	7	1
Rochester	6	1	Dover	9	1
*Rochester	9and 14	1	Tilbury, East	3	1
Sandwich, East	1	3	Malden	3A	1
Sandwich, East	2	1	URBAN.		
Sandwich, East	3	1	Amherstburg	.....	6
Sandwich, East	4	3	Belle River	.....	3
Sandwich, South	2	1	Sandwich	.....	4
Sandwich, West	1	2	Tilbury	.....	4
Sandwich, West	4	1	Walkerville	.....	2
Tilbury, North	1	2	Windsor, St. Alphonsus	.....	7
Tilbury, North	2	1	Sacred Heart	.....	3
Tilbury, North	6	1	St. Edmunds and St. Francis	.....	8

*Closed on the day the school was visited (February 3rd, 1911). Teacher had been given permission by the trustees to spend a few days at home.

PUBLIC SCHOOLS, ESSEX.

Schools.	Section No.	No. of Teachers.	Schools.	Section No.	No. of Teachers.
Anderdon	2 and 5	1	Sandwich, East	6	1
Anderdon	6	1	Sandwich, West	2	2
Anderdon	8	2	Sandwich, West	3	2
Maidstone and Rochester	1	1	Sandwich, West	6	2
Maidstone	3	2	Sandwich, West	8	1
*Rochester	6	1	Sandwich, West	9	1
Sandwich, East	4	1	Tilbury, North	3	1
Sandwich, East	5	1	Tilbury, North	9	1

*Closed on the day the school was visited. Trustees failed in securing a teacher.

PUBLIC SCHOOLS, KENT.

Schools.	Section No.	No. of Teachers.	Schools.	Section No.	No. of Teachers.
Dover	4	1	Dover	14	1
Dover	13	1	Tilbury, East	1	1

R. C. SEPARATE SCHOOLS, RUSSELL AND THE CITY OF OTTAWA.

Schools.	Section No.	No. of Teachers
Cambridge	3	1
Cambridge	4	1
Cambridge	5	2
Cambridge	6	1
Cambridge	6 & 7	2
Cambridge	10	1
Cambridge	11	1
Cambridge	14	1
Cambridge	15	1
Cambridge	20	1
Clarence	3	1
Clarence	5	4
Clarence	6	4
Clarence	8	2
Clarence	11	1
Clarence	12	1
*Clarence	13	1
Clarence	14	1
Clarence	15	1
Clarence	16	1
Clarence	17	1
Clarence	18	1
Clarence	19	1
Clarence	20	1
Clarence	21	1
Cumberland	6 & 10	1
†Cumberland	7	1
Cumberland	11	1
Cumberland	14	2
Finch (Stormont County)	5	2
Gloucester	6	2
Gloucester	14	2
Gloucester	15	3
Gloucester	17	1
Gloucester	18	1
Gloucester	20	1
Gloucester	26	1
‡Gloucester	27	1
Nepean	15	4
Osgoode	4	1
Russell	1	1
Russell	4	1
Russell	6	5
Russell	7	1
Russell	8	2
Russell	13	1
Russell	14	1
URBAN.		
Casselman	.....	4
Eastview	.....	4
Ottawa, Brebeuf	.....	12
Duhamel	.....	12
East Ottawa	.....	3
Garneau	.....	4
Guigues	.....	13
Rideau	.....	1
Ste. Anne	.....	9
St. Charles	.....	2
St. Conrad and St. Francis	.....	9
Ste. Famille	.....	2
St. Jean Baptiste	.....	9
St. Pierre	.....	4
St. Roch	.....	3
Ste. Rosaire	.....	8
Youville	.....	6
Rockland	.....	10
Rockland, East	.....	4

* Closed on the day the school was visited, November 2, 1911. Pupils at church.
† Closed on day the school was visited, May 3, 1911. School without a teacher.
Reported by Inspector closed, school without a teacher, February 11, 1911.

R.C. SEPARATE SCHOOLS, PRESCOTT.

School.	Section No.	No. of Teachers.	Schools.	Section No.	No. of Teachers.
Alfred	3	1	Hawkesbury, East	19	1
Alfred	6	1	Hawkesbury, West	3	1
Alfred	7	1	Longueuil	2	1
Alfred	7 and 8	1	Longueuil	7	1
Alfred	8	2	Longueuil, West	4	1
Alfred	9	1	Plantagenet, North	1	1
Alfred	10	4	Plantagenet, North	4	1
Alfred	11	1	Plantagenet, North	7	1
Alfred	12	1	Plantagenet, North	8	2
Alfred	13	1	Plantagenet, North	9	1
Alfred	14	1	Plantagenet, North	12	1
Alfred	15	1	Plantagenet, North	13	1
Caledonia	3, 4 and 10	1	Plantagenet, North	15	1
Caledonia	6 and 7	1	Plantagenet, South	4	2
Caledonia	10	1	Plantagenet, South	7	2
Caledonia	12	2	Plantagenet, South	8	1
Caledonia	13	1	Plantagenet, South	9	1
*Hawkesbury, East	2	1	Plantagenet, South	11	1
Hawkesbury, East	4	1	Plantagenet, South	12	1
Hawkesbury, East	6	1	Plantagenet, South	15	1
Hawkesbury, East	7	4	Roxborough (Stormont County)	12	2
Hawkesbury, East	10	1			
Hawkesbury, East	11	1	Roxborough (Stormont County)	16	1
Hawkesbury, East	12	1	URBAN.		
Hawkesbury, East	15	1	Hawkesbury	.....	17
Hawkesbury, East	16	1	L'Orignal	.....	1
Hawkesbury, East	17	1	Vankleek Hill	.....	6

* Closed on the day the school was visited, November 2nd, 1911. The building was being cleaned after having been used for election purposes.

PUBLIC SCHOOLS, PRESCOTT AND RUSSELL.

School.	Section No.	No. of Teachers.	School.	Section No.	No. of Teachers.
Alfred	1	1	Plantagenet, South	9	1
Alfred	4	1	Plantagenet, South	12	1
Caledonia	2	1	Plantagenet, South	13	1
Caledonia	10	1	Cambridge	1	1
Caledonia	13	1	Cambridge	4	1
Hawkesbury, East	14	1	Cambridge	12	2
Hawkesbury, East	15	1	Cambridge	13	1
Hawkesbury, East	18	1	Cambridge	16	1
Hawkesbury, East	19	1	Cambridge	21	1
Hawkesbury, East	20	1	Clarence	3	1
Longueuil, West	4	1	Clarence	5	1
Plantagenet, North	3	2	Clarence	22	1
Plantagenet, North	6A	3	Cumberland	1	1
Plantagenet, North	6B	1	Cumberland	16	1
Plantagenet, North	8	1	Russell	16	1
Plantagenet, North	12	1	URBAN.		
Plantagenet, North	14	1	L'Orignal	.....	4
Plantagenet, South	5	1			

R. C. SEPARATE SCHOOLS, DISTRICTS.

Schools.	Section No.	No. of Teachers.	Schools.	Section No.	No. of Teachers.
Appelby	1	1	Springer	1	1
Blezard	2	1	Widdifield	2	1
Bonfield	1	1	URBAN.		
Bonfield	4	1	Blind River		6
Bucke	4	3	Bonfield		2
Caldwell	1	1	Cache Bay		2
*Caldwell	2	1	Chelmsford		4
Capreol	1	2	Cobalt		8
Denison	3	2	Haileybury		5
Dunnet	1	2	Massey		2
Ferris	4	1	Mattawa		3
Gibbons	1	1	North Bay		11
Grant	1	1	Steelton		6
Papineau	1	1	Sudbury		10
Papineau	2A	1	Sturgeon Falls		8
Papineau	2B	1			

* Closed on day of inspection, June 8th, 1911. School without a teacher.

PUBLIC SCHOOLS, DISTRICTS.

Schools.	Section No.	No. of teachers.	Schools.	Section No.	No. of teachers.
Appelby	1	1	Dunnet	5	1
Badgerow	2	1	Ferris	3	1
Blezard	2	1	*Field	3	1
Broder	1	1	Garson	1	1
Capreol	1	1	Hanmer	1	1
Capreol	2	1	†Hanmer	2	1
Caldwell	1	4	Jennings	1	1
Caldwell	2	1	Kirkpatrick	1	1
Caldwell	4	1	Kirkpatrick	2	1
Caldwell	5	1	McKim	4	1
Casimir	1	1	McPherson	1	1
Crerar and Gibbons	1	1	Neelon	1	1
Denison	6	1	Rayside	2	1
Dunnet	2	1	Rayside	4	1
Dunnet	3	1	Widdifield	8	1

* Closed on day of inspection, January 28th, 1912. School not open during winter months.

† Closed on day of inspection, February 7th, 1912. School without a teacher.

PUBLIC SCHOOLS, STORMONT AND GLENGARRY.

Schools.	Section No.	No. of Teachers.	Schools.	Section No.	No. of Teachers.
Finch	12	1	Lancaster	12	1
Lancaster	8	2	Lancaster	14	1

II. SCHOOLS NOT INSPECTED.

The following English-French Schools were not visited in the course of the investigation:

PUBLIC SCHOOLS, DISTRICTS.

Schools.	Section No.	No. of Teachers.	Schools.	Section No.	No. of Teachers.
Appelby	2	1	Garson	2	1
Baldwin and Merritt	2	1	Garson	3	1
Balfour	5	1	Gibbons	2	1
Blezard	1	1	Kirkpatrick	4	1
Broder	2	1	Kirkpatrick	5	1
Caldwell	3	1	Lewis	1	1
Cameron	1	1	Martland	1	1
Cameron	2	1	Neelon	2	1
Dryden	1	1	Neelon	3	1
Dunnet	4	1	Rayside	3	1
Ferris	4	1	Springer	4	1
Field	1	1	Widdifield	4	1
Field	2	1	Mattawan	1	1

R. C. SEPARATE SCHOOLS, DISTRICTS.

Schools.	Section No.	No. of Teachers.	Schools.	Section No.	No. of Teachers.
Appelby	2	1	Martland	2	1
Armstrong	1	1	Mason	1	1
Balfour	2	1	Mason	2	1
Baxter	1	1	McIntyre	3	1
Bonfield	2	2	McPherson	1	1
Bonfield	5	1	Merritt	1	1
Casey	3	1	Nipissing	2	1
Chapleau	1	3	Rayside	2	1
Chisholm	1	1	Rayside	3	1
Chisholm	2	1	Springer	2	1
Cosby	1	1	Springer	3	1
Cosby	2	1	Springer	5	1
Dilke	6	1			
Ferris	2	1	URBAN.		
Ferris	3	1			
Hugel	2	1	Kenora	.....	5
James	1	1	Rainy River	.....	2

PUBLIC SCHOOLS—COUNTIES.

Schools.	Section No.	No. of Teachers.	Schools.	Section No.	No. of Teachers.
Renfrew County—			Simcoe County—*Con.*		
Grattan	3	1	Tiny	18	1
			Tiny	19	1
Simcoe County—			Tay (Primary Division)	12	1
Tiny	6	1	URBAN.		
Tiny	13	1			
Tiny	17	1	Penetanguishene (Primary Division)	.....	1

R. C. SEPARATE SCHOOLS, COUNTIES AND CITIES.

Schools.	Section No.	No. of Teachers.	School.	Section No.	No. of Teachers.
Glengarry County—			Simcoe County—		
Lochiel	12B	1	Tiny	2	1
Lochiel	11	1	URBAN.		
Kenyon	12	1	Cornwall—		
Renfrew County—			East Ward School	.....	4
Griffith	3	1	Pembroke	.....	8
Matawatchan	3	1	Port Arthur	.....	8
Stafford	1	1	Toronto—		
			Sacred Heart School	.....	4

III. THE SCOPE OF THE INVESTIGATION.

In the inspection of the schools, inquiries were made to determine whether the Statutes and Regulations governing the schools were being observed and their intent carried out in giving the children of the localities concerned an adequate education.

The causes of inefficiency in schools and the conditions which appeared to produce the best results were also investigated.

Four related subjects are, accordingly, discussed in the following sections of this report:

1. The conditions under which the schools are working.
2. The efficiency of the schools.
3. The causes of inefficiency in schools.
4. The conditions which promote efficiency.

Efforts were made to have the statistical information given in connection with the discussion of these topics as full as possible. In a few cases, on account of the absence of teachers, or defects in the keeping of the registers, or other causes, it was impossible to make the returns complete. For example, if the table giving the ages of pupils in the different forms is examined, it will be found that the total number of pupils in this table does not exactly correspond with the total number of pupils enrolled in the schools. The reason is that in certain cases pupils were absent from school and information regarding their ages could not be obtained either from the registers or from other pupils; consequently, they are omitted in summing up the totals. Like omissions are found also in some of the other tables; but, except in the case of the table giving the number of pupils who left school during the year previous to the time of inspection, the omissions are few, and the statistics given represent fairly the situation.

The data regarding individual schools were obtained from the records of the schools and from the statements of the teachers, checked and supplemented, where possible, by my own observations and inquiries from other sources.

As the facts regarding each school were obtained at the time of the inspection of the school, and as the investigations extended over a period of more than one year, the general statements cannot be regarded as giving the exact conditions at any one particular point of time; but as there were no evidences of radical changes during the continuance of the investigation, the statements may be taken as representing substantially the prevailing conditions.

IV. CONDITIONS UNDER WHICH THE SCHOOLS ARE WORKING.

1. Teachers.

Qualifications of Teachers.

The following table gives the number of teachers holding each of the various grades of certificates named:

Certificates.	R.C.S.S., Essex and Kent.	P.S., Essex.	P.S., Kent.	R.C.S.S., Russell and Ottawa.	R.C.S.S., Prescott.	P.S., Prescott and Russell.	R.C.S.S., Districts.	P.S., Districts.	P.S., Stormont and Glengarry.
No Certificate	9	4	.....	43	.....	.....	9	2	2
Temporary	12	4	1	17	31	17	35	23	1
Renewed District	4	1	.....	2	20	12	.....	3	.....
District	.....	.....	.....	2	4	.....	.....	.....	.....
Permanent District	.....	.....	.....	5	1	3	4	.....	.....
Renewed Third Class	1	1	.....	.....	.....	.....	1	.....	.....
Limited Third Class	2	2	.....	2	1	1	.....	.....	1
English-French Third Class	8	3	1	75	12	6	10	3	.....
Permanent Third Class	7	3	.....	6	3	.....	2	.....	.....
Permanent Ungraded	8	.....	.....	17	9	.....		.....	.....
Permanent English-French	.....	.....	.....	3	1	.....	1	.....	.....
Interim Second Class	4	2	.....	.....	1	.....	4	.....	.....
Second Class	14	.....	2	12	1	2	15	.....	1
Interim First Class	.....	.....	.....	1	.....	.....	.....	.....	.....
Qualified under B.N.A.A.	.....	.....	.....	1	.....	.....	.....	.....	.....

Attention is called to the comparatively large number of teachers without certificates in the Inspectorate of Russell and the City of Ottawa. Twenty-four of these teachers were teaching in Ottawa and nineteen in the County of Russell. The Inspector informed me that he had objected to the engaging of certain of these teachers in Ottawa, but that they had been retained by the R. C. Separate School Board in opposition to his wishes.

It will be observed also that a number of those teaching in the County of Essex were without certificates. Most of these teachers were engaged through a misunderstanding regarding the terms of an Act respecting the Qualifications of certain Teachers.

A large proportion of those holding Temporary certificates have had no professional training except that given in Summer Schools.

The academic attainments of teachers with Temporary certificates are varied. About fifty per cent. of these teachers come from the Province of Quebec. About one-half of these hold the Model diploma for that Province, the requirements for which are about equivalent to those for entrance to the Model School in Ontario. With few exceptions, the remainder of the teachers from Quebec either hold lower grade Provincial diplomas or come from private institutions. Of those trained in Ontario, about five per cent. have Entrance to the Faculty of Education or Entrance to the Normal standing; about thirty per cent., Entrance to the Model; about thirty per cent. have passed the High School Entrance Examination and have had from one to two years' training in High or Continuation Schools; about twenty per cent. have passed the High School Entrance Examination but have had no High School training; the remainder have no Departmental standing. A few have been trained in the United States and a few in France.

Of the teachers in English-French Schools visited, twenty-two have not sufficient command of English to speak the language with any degree of freedom. These teachers are practically not English-speaking. They are distributed as follows: twelve in the R. C. Separate Schools of Russell and the City of Ottawa, two in the R. C. Separate Schools of Prescott, four in the R. C. Separate Schools in the Districts, and four in the Public Schools in the Districts. Eighteen others, whose attainments are somewhat higher than those just mentioned, are yet so lacking in ability or confidence in the use of the language that they are unfitted to be teachers of English. Two are teaching in the R. C. Separate Schools of Essex and Kent, four in the R. C. Separate Schools of Russell and the City of Ottawa, five in the R. C. Separate Schools of Prescott, six in the R. C. Separate Schools in the Districts, and one in a Public School in Stormont.

Many of the remaining teachers speak English with a French accent, which is more or less strongly marked. Otherwise, they use the language with a fair degree of ease and correctness.

Experience of Teachers.

The following table gives the facts regarding the experience of teachers in the schools visited. The figures at the right of each of the number of years named in the first column indicate the number of teachers who have had the experience designated.

Total experience in Ontario.	R.C.S.S., Essex and Kent.	P.S., Essex.	P.S., Kent.	R.C.S.S., Russell and Ottawa.	R.C.S.S., Prescott.	P.S., Prescott and Russell.	R.C.S.S., Districts.	P.S., Districts.	P.S., Stormont and Glengarry.
Less than 1 year	2	3	.....	20	12	3	11	5	1
1 year	9	6	.....	20	1	5	13	6	2
2 years	2	.....	1	25	12	8	12	6	.....
3 years	4	2	.....	21	12	6	6	5	.....
4 years	1	1	.....	17	7	6	5	.....	1
5 years	3	3	.....	9	6	2	4	2	.....
6 years	4	.....	1	10	5	2	7	2	.....
7 years	2	.....	1	5	5	1	10	.....	.....
8 years	9	.....	.....	8	6	1	1	1	.....
9 years	.....	.....	1	3	2	3	.....	.....	.....
10 years	8	.....	.....	3	1	1	1	2	.....
11 years	2	.....	.....	5	1	.....	2	1	.....
12 years	4	.....	.....	4	2	.....	2	.....	.....
13 years	4	.....	.....	3	2	1	1	.....	.....
14 years	1	.....	.....	10	4	.....	1	.....	.....
15 years	1	.....	.....	4	3	1	1	.....	.....
16 years	.....	1	.....	2	1	.....	3	.....	.....
17 years	1	.....	.....	1	.....	1	3	.....	.....
18 years	1	1	.....	2	1	.....	1	.....	.....
19 years	.....	.....	.....	3	.....	.....	1	.....	.....
20 years	2	.....	.....	3	.....	.....	.....	.....	.....
21 years	1	.....	.....	.....	.....	.....	1	.....	.....
22 years	1	.....	.....	2	.....	.....	.....	.....	.....
23 years	.....	.....	.....	1	.....	.....	1	.....	.....
24 years	1	.....	.....	.....	.....	.....	.....	.....	.....
25 years	2	.....	.....	.....	.....	.....	.....	.....	.....
26 years	2	1	.....	.....	1	.....	.....	.....	.....
27 years	.....	1	.....	1	.....	.....	.....	.....	.....
28 years	1	.....	.....	.....	.....	.....	.....	.....	.....
29 years	1	.....	.....	.....	.....	.....	1	.....	.....
30 years	1	.....	.....	1	.....	.....	1	.....	.....
37 years	.....	1	.....	.....	.....	.....	.....	.....	.....
41 years	.....	.....	.....	1	.....	.....	.....	.....	.....

Length of Service in Present Position.

The following table gives information regarding the length of service of teachers in present positions in the schools visited. The figures at the right of each of the number of years named in the first column indicate the number of teachers who have been in their present positions the period designated:—

Period of Service in Present Position.	R. C. S. S., Essex and Kent.	P. S., Essex.	P. S., Kent.	R. C. S. S., Russell and Ottawa.	R. C. S. S., Prescott.	P. S., Prescott and Russell	R. C. S. S., Districts.	P. S., Districts.	P. S., Stormont and Glengarry.
Less than 1 year	35	5	2	110	48	26	53	19	5
1 year	11	9	.....	24	14	9	19	7	.....
2 years	8	3	.....	30	10	3	9	1	.....
3 years	4	1	.....	5	2	1	1	1	.....
4 years	2	.....	.....	2	2	.....	1	1	.....
5 years	2	.....	1	2	.....	.....	2	1	.....
6 years	4	.....	1	2	.....	1	2	1	.....
7 years	1	.....	.....	.....	1	.....	1	.....	.....
8 years	1	.....	.....	1	.....	.....	1	.....	.....
9 years	.....	.....	.....	1	.....	.....	.....	.....	.....
10 years	.....	.....	.....	4	1	1	.....	.....	.....
11 years	.....	.....	.....	1	.....	.....	.....	.....	.....
12 years	.....	.....	.....	1	1	.....	.....	.....	.....
15 years	.....	.....	.....	1	.....	.....	.....	.....	.....
16 years	.....	.....	.....	1	.....	.....	.....	.....	.....
20 years	1	.....	.....	.....	.....	.....	.....	.....	.....

Salaries of Teachers.

The following table gives information regarding the salaries of teachers in the schools visited. The figures at the right of each of the salaries specified in the first column indicate the number of teachers who receive the salary designated:

Amount of Annual Salary.	R.C.S.S. Essex and Kent.	P. S., Essex.	P.S., Kent.	R.C.S.S., Russell and Ottawa.	R.C.S.S., Prescott.	P. S., Prescott and Russell	R.C.S.S., Districts.	P.S., Districts.	P.S., Stormont & Glengarry.
$150	.....	.....	.....	2	.....	.....	.....	.....	.....
200	10	.....	.....	16	24	.....	.....	.....	.....
225	.....	.....	.....	17	3	.....	.....	.....	.....
230	.....	.....	.....	.....	.....	.....	1	.....	.....
240	.....	.....	.....	1	.....	.....	.....	.....	.....
250	21	.....	.....	49	1	2	3	1	.....
275	.....	.....	.....	.....	.....	.....	.....	1	.....
280	1	.....	.....	.....	.....	.....	.....	.....	.....
290	.....	.....	.....	.....	.....	.....	5	.....	.....
300	11	3	.....	16	4	4	21	7	.....
320	.....	.....	.....	.....	.....	.....	1	.....	.....
325	.....	1	.....	1	11	6	4	4	.....
330	.....	.....	.....	1	1	1	.....	.....	.....
340	.....	.....	.....	.....	2	.....	.....	.....	.....
350	5	1	.....	20	3	5	11	11	.....
370	.....	.....	.....	.....	.....	1	.....	.....	.....
375	.....	.....	.....	4	6	4	4	1	1
380	.....	.....	.....	.....	.....	.....	.....	1	.....
385	.....	.....	.....	.....	.....	1	.....	.....	.....
390	.....	.....	.....	.....	.....	1	.....	.....	.....
400	5	3	.....	20	19	11	8	2	2
425	2	2	.....	2	1	.....	3	.....	.....
450	5	4	.....	3	5	1	11	2	1
460	.....	.....	.....	1	.....	.....	.....	.....	.....
475	.....	1	.....	.....	2	.....	1	.....	.....
500	7	5	2	19	2	3	7	.....	1
525	1	.....	.....	1	.....	.....	.....	.....	.....
550	.....	.....	.....	.....	.....	1	3	1	.....
575	.....	.....	2	1	.....	.....	.....	.....	.....
600	.....	.....	.....	12	.....	.....	3	.....	.....
700	.....	.....	.....	1	.....	.....	1	.....	.....
900	.....	.....	.....	.....	.....	.....	2	.....	.....
1,300	.....	.....	.....	1	.....	.....	.....	.....	

2. Attendance.

The following table gives the number of pupils enrolled and the number present on the day of inspection in the schools visited:—

Attendance.	R. C. S. S., Essex and Kent.	P. S., Essex.	P. S., Kent.	R. C. S. S., Russell and Ottawa.	R. C. S. S., Prescott.	P. S., Prescott and Russell.	R. C. S. S., Districts.	P. S., Districts.	P. S., Stormont and Glengarry.
No. on Roll	3,375	691	232	7,721	3,301	1,495	3,803	861	166
No. present on day of inspection	2,495	460	124	6,331	2,460	1,079	2,965	573	123

It became evident shortly after I began the inspection of the English-French Schools of Essex that I was likely to find unusual irregularities in the attendance of pupils in both urban and rural schools which might seriously affect their efficiency. To secure fuller data than it was possible to obtain at the time of my visits, I had the registers of the schools forwarded to me at the end of the year, and an analysis of the attendance for the year 1910 was made for each school. The number of those present during each month of the year was noted and roughly classified as: (1) Those absent the full month; (2) Those absent three-quarters of the month; (3) Those absent half of the month; (4) Those absent one-quarter of the month.

The exact figures for each of the schools will be found in the individual reports. The general results may be summarized as in the following table. The figures at the right of each of the limits in percentages in the first column indicate the number of schools in which the percentage of the enrolled attendance absent each school month of the year is thus designated.

Percentage of enrolled attendance absent each school month of the year.	Period of absence.			
	Complete month.	Three fourths of month.	One half of a month.	One fourth of a month.
0 - 5 %	.....	22	01	2
5 - 10 %	.....	20	25	8
10 - 15 %	1	1	8	23
15 - 20 %	5	.....	.....	9
20 - 25 %	12	.....	.....	1
25 - 30 %	8	.....	.....	.....
30 - 35 %	6	.....	.....	.....
35 - 40 %	6	.....	.....	.....
40 - 45 %	3	.....	.....	.....
45 - 50 %	1	.....	.....	.....
50 - 55 %	1	.....	.....	.....

The irregularities in attendance are distributed throughout the year. The younger pupils are absent during the severe weather of the winter months, and the older ones are kept out of school for work in the spring and in the autumn.

Labour conditions in Essex and Kent are somewhat exceptional. A large portion of the land in the French-Canadian settlements is given up to market-gardening or to the raising of crops, such as tomatoes, corn, and sugar beets, which require a great amount of individual labour in planting, care, and harvesting. Children are required to do a considerable share of this work. The canning factories in the river-front towns also employ a large number of children during the busy season. Many of these children, I am informed, are below the legal age. The matter should receive further attention from the factory inspectors.

The statistics for Eastern Ontario and the Districts were not obtained. The regularity of attendance in the rural schools of Eastern Ontario is about the same as in rural schools in other parts of the Province, but in certain urban industrial centres the attendance is unusually irregular. The attendance in the rural schools of the Districts is also irregular, especially during the winter season. Many of the pupils live at long distances from the schools and it is impossible for them to attend regularly in stormy weather.

3. Mother Tongue of Pupils.

The following table shows the number of French-speaking pupils and the number of English-speaking pupils in the schools visited:

Enrolled Attendance.	R. C. S. S., Essex and Kent.	P. S., Essex.	P. S., Kent.	R. C. S. S., Russell and Ottawa.	R. C. S. S., Prescott.	P. S., Prescott and Russell.	R. C. S. S., Districts.	P. S., Districts.	P. S., Stormont and Glengarry.
Number of French-speaking Pupils ..	2,426	598	197	7,557	3,096	1,268	2,745	813	133
Number of English-speaking Pupils ..	949	93	35	164	205	227	1,058	48	33

4. Organization.

The schools are divided into forms in accordance with the Public School Course of Study. The pupils in Form I are taught in two divisions, Part I (Classes A, B, C, etc.) and Part II. The number of classes in Part I depends upon the number in attendance and the advancement of pupils. Forms II, III, and IV have junior and senior divisions in the larger schools.

In the schools of Essex and Kent situated in mixed French-speaking and English-speaking communities, the French-speaking and the English-speaking children are taught in the same classes throughout all the forms. In Eastern Ontario and the Districts, the plan of organization varies in different centres. The practice in the R. C. Separate Schools of the City of Ottawa is to teach the French-speaking and the English-speaking children in different schools. In Ottawa

East, where the conditions of the locality do not warrant the erection of more than one building, the classes are paralleled throughout all the forms in the same school. Three teachers take charge of the English-speaking pupils and three others of the French-speaking pupils. The same organization was lately adopted in the Mattawa R. C. Separate School. In the R. C. Separate Schools at Vankleek Hill, at Sudbury, and at Steelton, the pupils are taught in separate classes in Forms I and II, and all attend the same classes in Forms III and IV. In the North Bay R. C. Separate School, the classes are paralleled up to and including the junior third class and combined in Form III senior and Form IV. In the Hawkesbury and in the Sturgeon Falls Separate School, the English-speaking pupils, who are comparatively few in number, are grouped in one class in each school and taught by one teacher as in an ungraded rural school in Forms I, II, and III, but are combined with the French-speaking pupils in the Form IV classes.

The most serious defect in organization of the English-French Schools is in the matter of the grading and the classification of pupils. The tendency, as in the English schools, is to promote pupils too rapidly. At least sixty per cent. of all the pupils from Form II senior to Form IV senior would be doing more thorough and permanent work in classes one or two divisions lower than those to which they have been promoted. Inspectors find promotions exceedingly difficult to control, especially in schools where changes in teachers are frequent.

5. The Teaching of English.

English is a subject of study in all the schools visited. The question of English in the English-French Schools is, therefore, not so much one of extent as of efficiency. This subject will be discussed at a later stage.

In most of the schools of Essex and Kent, the pupils begin both English reading and French reading in the Part I division of Form I. In Eastern Ontario and the Districts, the rule is for pupils to begin French reading on entering school, and to defer English reading until advanced to Part II of Form I or to Form II. The objects of this practice are to give the pupils a basis in oral language through conversation exercises before they begin English reading, and to prevent the confusion arising from beginning reading in two languages at the same time. In the bilingual system this practice is satisfactory when English reading is not deferred for too long a period. Under ordinary conditions of attendance, one year is sufficient for the introductory work in English conversation. The average time taken for it is about two years, and in some schools the time is lengthened to three, four, and even five years. It is but fair to say that in most schools in which this period is drawn out to extreme limits, the pupils are backward in all subjects. For example, I found in one of the schools in the Districts a senior Form I class made up of six pupils who had not as yet begun to read in English. Three of these pupils had been at school three years each, one four years, and two five years each, and all were still reading in Part I French and had not advanced beyond the primary limit in arithmetic.

The defects of this plan of introducing English reading late are especially noticeable in the case of children whose mother-tongue is French but who have learned through association with English-speaking children to speak English before entering school. Instances where the progress of pupils of this class in English is unduly retarded are fairly common in urban schools in the Districts.

In Schools attended by both English-speaking and French-speaking children,

the English-speaking children, as a rule, begin reading as in English schools, at entrance to school, but this practice is not universally followed. In a few schools, the English-speaking children, comparatively few in number, follow the routine adopted for the French-speaking pupils. No special motive in requiring the English-speaking children to follow this procedure is apparent. The practice is simply an illustration of the tendency towards uniformity manifest in most graded schools.

6. The Teaching of French.

French is a subject of study in all the schools visited except P. S. S. No. 9, Tilbury North, P. S. S. No. 1, Tilbury East, and St. Alphonsus R. C. Separate School, Windsor. In the last school, French is used only in giving religious instruction.

The departments of French taught are reading, spelling, grammar and composition. Reading is begun in Form I. In this form also in the best schools, oral language lessons are conducted with the purpose of improving pronunciation and language forms. Grammar and written composition are begun in most schools in Form II.

7. Language of the Schools.

Language Used in Teaching English.

(Composition, Grammar, Reading and Spelling.)

The language used in teaching English is English in practically all the schools. Translation is quite frequently employed to give the meanings of English words, but, as a rule, the teacher's questions and the answers required from the pupils are given in English in all English exercises in conversation, reading, spelling, and composition.

Language used in Teaching French.

(Grammar, Composition, Reading and Spelling.)

The language used in teaching French is always French.

Language Used in Teaching the Other Subjects of the Course of Study.

The following table gives the particulars regarding the language of instruction in the other subjects of the course of study. The figures at the right of each of the forms in the first column indicate the number of schools in which the language of instruction is as designated.

Language of Instruction.	Form.	R. C. S. S., Essex and Kent.	P. S., Essex.	P. S., Kent.	R. C. S. S., Russell and Ottawa.	R. C. S. S. Prescott.	P. S., Prescott and Russell.	R. C. S. S., Districts.	P. S., Districts.	P. S., Stormont and Glengarry.
English	I.	6	1	3	.....	.....	9	.....	2	.....
"	II.	19	4	3	2	1	15	6	2	1
"	III.	26	10	3	4	6	17	10	.....	3
"	IV.	24	10	2	7	11	18	11	4	3
"	V.	1	.....	.....	.....	2	.....	.....	.....	.....
English and French..	I.	22	11	1	16	4	19	11	.....	3
" ..	II.	11	10	1	15	11	15	10	3	2
" ..	III.	4	2	1	27	26	14	10	9	.....
" ..	IV.	5	2	.....	20	20	8	5	3	.....
" ..	V.	.....	.....	.....	6	.....	.....	.....	.....	.....
French	I.	4	2	.....	46	46	6	18	26	1
"	II.	2	.....	.....	46	38	3	11	23	1
"	III.	1	.....	.....	29	18	.....	7	9	1
"	IV.	.....	.....	.....	8	5	.....	2	5	.....
"	V.	.....	.....	.....	1	.....	.....	.....	.....	.....

In about eighty-five per cent. of the schools in which the language of instruction is specified as "English and French" in Form III and Form IV, French is the language most extensively used. English is demanded by the use of English text-books which are translated into French. The English used in the classes consists mainly in the translation exercises, which in some cases are done by the teachers and in others by the pupils. Take for example arithmetic. The problems in the Public School Arithmetic are translated into French, the pupils' calculations and statements of results are in French, and the teacher uses French in introducing theory, explaining difficulties, or questioning the pupils.

In the remaining schools in which the language is specified as "English and French" in Form III and Form IV, considerable diversity of usage is found. In some schools, French is used only now and then in giving explanations when pupils do not understand English terms. It will be understood that no sharp line of distinction can be drawn between the practice in such schools and that in those schools in which the language of instruction is specified as English. In other schools, a regular system of teaching in one language and reviewing the lessons in the other is in vogue. The plan has been systematically carried out in some of the Roman Catholic Separate Schools in the City of Ottawa.

The above tables give approximately the procedure in the different classes at the time of inspection. The practice in any school depends to a great extent on

the teacher engaged in it. Consequently, it is difficult to give a classification of schools on the basis of the language of instruction, because, in the haphazard forms of organization that have resulted from frequent changes in teachers with different ideals and methods, it is difficult to trace permanent aims and practices in the case of many schools. Yet a study of the returns shows that, on the whole, there is a somewhat marked difference between the practice in the Public and the Roman Catholic Separate Schools of Essex and Kent, on the one hand, and the practice in the Roman Catholic Separate Schools in Eastern Ontario and the Public and the rural Roman Catholic Separate Schools in the districts on the other. In the latter schools there has been developed a type of school in which French is employed in teaching all subjects except English (composition, grammar, reading, and spelling). In these schools English is regarded simply as one subject among others in the course of study. Approximately, 80 per cent. of the Roman Catholic Separate Schools in Eastern Ontario, and 90 per cent. of the Public and of the rural Roman Catholic Separate Schools in the districts conform more or less completely to this type.

In certain centres, doubtless, this form of organization has been purposely adopted, because those in control believe that such schools give the kind of education which should be provided for French-speaking children; but, in most cases, the type of school is a natural development of the conditions. Teachers who have received but little professional training are inclined to use in teaching French-speaking children the language of instruction which they find the children to speak most freely. Further, many of these teachers have received their academic training in French schools, and, accordingly, are prone to use the methods followed in their own instruction.

The chief directing force tending to fix continuous methods of procedure in individual schools is the Inspector. The effects of inspection on the language of instruction are very clearly manifest in the Public Schools of Prescott and Russell. Here the Inspector has been persistent in his efforts to assist teachers in introducing English, and the teachers who have been engaged in the Inspectorate for a sufficient time to become familiar with his ideas, make use of it in teaching the higher classes. But his work has been, to a serious extent, weakened by constant changes in the personnel of his teaching staff.

Language Used by Teacher in Giving School Directions.

The following table shows the conditions regarding the language used by teachers in giving school directions in the ordinary routine of the school. The figures at the right of each of the forms in the first column indicate the number of schools in which the language used by the teacher in giving school directions is as designated.

Language used by the teacher in giving school directions.	Form.	R. C. S. S., Essex and Kent.	P. S. Essex.	P. S., Kent.	R. C. S. S., Russell and Ottawa.	R. C. S. S., Prescott.	P. S., Prescott and Russell.	R. C. S. S., Districts.	P. S., Districts.	P. S., Stormont and Glengarry.
English	I.	11	6	3	1	.....	17	1	2	1
"	II.	18	9	3	1	.....	19	6	2	1
"	III.	21	9	3	1	1	18	8	2	1
"	IV.	19	9	2	1	1	18	7	4	1
"	V.	1	.....	.....	.....	1	.....	.....	.....	.....
English and French..	I.	15	7	1	11	15	13	11	5	2
" ..	II.	11	5	1	11	14	11	9	6	2
" ..	III.	11	3	1	11	17	10	7	3	2
" ..	IV.	7	3	.....	9	16	7	8	2	2
" ..	V.	.....	.....	.....	3	1	.....	.....	.....	.....
French.....	I.	6	1	.....	50	36	4	16	21	1
"	II.	3	.....	.....	51	36	3	12	20	1
"	III.	1	.....	.....	48	32	3	12	13	1
"	IV.	1	.....	.....	25	17	1	4	6	.....
"	V.	.....	.....	.....	4	1	.....	.....	.....	.....

Language Used by Pupils on the Playground.

The following table gives particulars regarding the language used by children on the playground. The figures at the right of the words in the first column describing the language used by the pupils on the playground indicate the number of schools in which the language is as designated.

Language used by the pupils on the playground.	R.C.S.S., Essex and Kent.	P.S., Essex.	P.S., Kent.	R.C.S.S., Russell and Ottawa.	R.C.S.S., Prescott.	P.S., Prescott and Russell.	R.C.S.S., Districts.	P.S., Districts.	P.S., Stormont and Glengarry.
English.....	7	1	1	.....	.....	3	.....	1	.....
English and French.....	10	11	2	9	7	14	14	2	3
French	15	3	1	54	44	17	15	25	1

8. Time Given to Each Subject of Instruction.

There are wide variations in the amounts of time given to the various subjects of study in the different schools. A statement of the averages would give but a very incomplete idea of the situation, which can be learned only from a study of the individual reports. In most of the schools the times devoted to the subject fall approximately within the limitations given in the following table.

Subject of Study.	Time (in minutes per week) given to each subject of study.			
	Form I.	Form II.	Form III.	Form IV.
English Conversation	50–100	.....	.....	.....
English Reading	75–125	75–125	50–100	50–100
English Spelling	25–75	50–75	50–75	50–75
English Composition	With conversation.	25–75	50–100	50–100
Writing	50–100	50–100	50–100	50–100
Arithmetic	100–150	100–150	150–200	150–200
Geography	.....	25–75	50–100	50–100
History	25–75	25–75	50–100	50–100
English Grammar	.....	.....	.....	50–100
English Literature	Taken with Reading.			50–100
Drawing	25–75	25–75	25–75	25–75
French Reading	75–125	75–125	50–100	50–100
French Grammar	.....	25–75	50–100	50–100
French Composition	.....	25–75	50–100	50–100

9. Opportunities of Learning English Outside of School.

Where a fair proportion of the pupils are English-speaking, the French-speaking pupils learn most of their English conversation through intercourse with the English-speaking pupils. In the schools visited, all shades and conditions exist from schools that are practically English, attended by but a very few French-speaking pupils, to those which are attended by French-speaking pupils only.

The following table shows: (*a*) The number of schools in French-speaking sections where the children have practically no opportunities of learning English apart from the activities of the school. (*b*) The number of schools in sections where English and French are both spoken and where the French-speaking children have opportunities of learning English through association with English-speaking children. (*c*) The number of schools in English-speaking sections attended by a few French-speaking children. The figures at the right of the words in the first column describing the language characteristics of the sections indicate the number of sections in which the language characteristics are as designated.

Language Characteristics of the Sections.	R.C.S.S., Essex and Kent.	P.S., Essex.	P.S., Kent.	R.C.S.S., Russell and Ottawa.	R.C.S.S., Prescott.	P.S., Prescott and Russell.	R.C.S.S., Districts.	P.S., Districts	P.S., Stormont and Glengarry.
French-speaking Sections.....	19	6	1	42	43	16	13	24	2
Sections in which English and French are both spoken.....	8	8	3	21	8	18	16	4	2
English-speaking Sections.....	5	1	.....	.....	.....	.....	.....	.....	.....

10. Text Books.

Text-books Used in Teaching French Reading.

The course of the Brothers of the Sacred Heart is used quite generally in the Roman Catholic Separate Schools of Essex and Kent. The Rochon Readers were found in one school and the English-French Readers in three.

In the Roman Catholic Separate Schools of Eastern Ontario and the Districts the Rochon Readers are used in Forms I and II. In the higher forms, the Readers by Montpetit or Magnan are used, Montpetit being in the majority of schools. The Nelson French Readers were found in one school and Leroy in three.

In the English-French Public Schools of Essex, Kent, Prescott, and Russell, the English-French Readers are in general use for French reading. The Rochon Readers were found in one public school in Russell. In the English-French Public Schools of the Districts, the Rochon Readers were in use in the Junior divisions of twenty schools, Montpetit in the senior divisions of thirteen, Magnan in the senior divisions of two, and La Doctrine Cretienne de Lhomond (Robert) was used as a reading book in one school. The English-French Readers were used in the remaining classes.

The text-books used for teaching French grammar in the schools are the texts by Larousse, Robert, and the Christian Brothers, frequency of use being in the order named.

Variations from the Authorized List of Text-books in other Subjects of Study.

The following variations from the authorized list of text-books were found in the schools noted. With the exception of the Entrance Geography by Fraser, the Canadian History Notes and the British History Notes by Henderson and Fraser, and the Canadian Catholic Readers (used as Readers in P. S. S. No. 1, Garson), the books included in the list are published in French.

R. C. Separate Schools, Russell and the City of Ottawa.

School.	Subject.	Text-book.
Cambridge, No. 3	Arithmetic	Rochon.
	Geography	Miller.
	History	Christian Brothers.
Cambridge, No. 5	Arithmetic	Rochon.
Cambridge, No. 6	Arithmetic	Rochon.
	Geography	Christian Brothers.
Cambridge, Nos. 6 and 7	Arithmetic	Rochon.
	Geography	Christian Brothers.
Cambridge, No. 10	Arithmetic	Rochon.
Cambridge, No. 11	Geography	Christian Brothers.
Cambridge, No. 14	Arithmetic	Rochon.
	Geography	Fraser.
Cambridge, No. 15	Geography	Christian Brothers.
Clarence, No. 3	Arithmetic	Rochon.
	Geography	Fraser, Christian Brothers.
	History	Henderson & Fraser.
Clarence, No. 5	Arithmetic	Rochon.
Clarence, No. 6	Arithmetic	Rochon.
	Geography	Miller.
	History	Congregation of Notre Dame.
Clarence, No. 8	Arithmetic	Rochon.
Clarence, No. 11	Arithmetic	Rochon.
	Geography	Christian Brothers.
Clarence, No. 12	Arithmetic	Rochon.
Clarence, No. 14	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Congregation of Notre Dame.
Clarence, No. 17	Arithmetic	Rochon.
Clarence, No. 18	Arithmetic	Rochon.
	Geography	Christian Brothers.
Clarence, No. 19	Arithmetic	Rochon.
Clarence, No. 20	Arithmetic	Rochon.
	Geography	Christian Brothers, Fraser.
Clarence, No. 21	Arithmetic	Rochon.
Cumberland, Nos. 6 & 10	Arithmetic	Rochon.
	Geography	Christian Brothers.
Cumberland, No. 11	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Christian Brothers, Henderson and Fraser.
Cumberland, No. 14	Arithmetic	Rochon.

School.	Subject.	Text-book.
Gloucester, No. 14	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Christian Brothers.
Gloucester, No. 17	Arithmetic	Rochon.
	Geography	Christian Brothers.
Gloucester, No. 18	History	Miller.
Gloucester, No. 20	Geography	Christian Brothers.
	History	Christian Brothers.
Gloucester, No. 26	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Christian Brothers.
Nepean, No. 15	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Christian Brothers.
Osgoode, No. 4	Arithmetic	Rochon.
	Geography	Christian Brothers.
Russell, No. 1	Arithmetic	Rochon.
	Geography	Christian Brothers.
Russell, No. 4	Arithmetic	Rochon.
	Geography	Fraser.
Russell, No. 6	Arithmetic	Rochon.
	Geography	Miller.
	History	Christian Brothers.
Russell, No. 7	Arithmetic	Rochon.
	Geography	Christian Brothers.
Russell, No. 8	Arithmetic	Rochon.
	Geography	Miller.
Russell, No. 13	Arithmetic	Rochon.
	Geography	Miller.
	History	Congregation of Notre Dame.
Russell, No. 14	Arithmetic	Rochon.
Casselman	Arithmetic	Rochon.

OTTAWA:

Brebeuf	Arithmetic	Rochon.
	History	Grandes Lignes de L'histoire du Canada.
Duhamel	Geography	Miller.
	History	Christian Brothers.
East Ottawa	Geography	Miller.
	History	Christian Brothers.
Garneau	Arithmetic	Rochon.
Guigues	Arithmetic	Rochon.
	Geography	Christian Brothers, Miller.
	History	Christian Brothers.

School.	Subject.	Text-book.
Ste. Anne	Geography	Christian Brothers.
	History	Grandes Lignes de L'histoire du Canada.
St. Conrad and St. Francis	Geography	Christian Brothers.
	History	Congregation of Notre Dame.
St. Famille	Arithmetic	Rochon.
St. Pierre	Arithmetic	Rochon.
	Geography	Miller.
	History	Christian Brothers.
St. Roch	Arithmetic	Rochon.
Ste. Rosaire	Arithmetic	Rochon.
	Geography	Miller.
	History	Christian Brothers.
Youville	Arithmetic	Rochon.
	Geography	Miller.
	History	Christian Brothers.
Rockland	Arithmetic	Rochon.
	Geography	Miller.
	History	Christian Brothers.
Rockland East	Arithmetic	Rochon.
	History	Congregation of Notre Dame.

R. C. Separate Schools, Prescott.

Alfred, No. 3	Arithmetic	Rochon.
Alfred, No. 6	Arithmetic	Rochon.
	Geography	Christian Brothers.
Alfred, No. 7	Geography	Christian Brothers.
Alfred and South Plantagenet, Nos. 7 and 8	Arithmetic	Rochon.
	Geography	Christian Brothers.
Alfred, No. 8	Geography	Christian Brothers.
	History	Henderson & Fraser.
Alfred, No. 9	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Henderson & Fraser.
Alfred, No. 11	Arithmetic	Rochon.
Alfred, No. 12	Geography	Christian Brothers.
	History	Christian Brothers.
Alfred, No. 13	Arithmetic	Rochon.
	Geography	Christian Brothers.
Alfred, No. 14	Geography	Christian Brothers.
	History	Christian Brothers.
Alfred, No. 15	Geography	Christian Brothers.

School.	Subject.	Text-book.
Caledonia and South Plantagenet, Nos. 6 and 7	Arithmetic	Rochon, Christian Brothers.
	Geography	Christian Brothers.
Caledonia, No. 10	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Congregation of Notre Dame.
Caledonia, No. 13	Arithmetic	Rochon.
Hawkesbury, East, No. 4	History	Henderson & Fraser.
Hawkesbury, East, No. 6	Arithmetic	Rochon.
Hawkesbury, East, No. 11	Geography	Christian Brothers.
Hawkesbury, East, No. 12	Arithmetic	Rochon.
	Geography	Christian Brothers.
Hawkesbury, East, No. 15	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Christian Brothers.
Hawkesbury, East, No. 17	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Christian Brothers.
Hawkesbury, East, No. 19	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Christian Brothers.
Hawkesbury, West, No. 3	Arithmetic	Rochon.
Longueuil, West, No. 4	Arithmetic	Rochon.
Longueuil, No. 2	Geography	Christian Brothers.
Longueuil, No. 7	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Congregation of Notre Dame.
Plantagenet, North, No. 4	Arithmetic	Rochon.
Plantagenet, North, No. 7	Arithmetic	Rochon.
Plantagenet, North, No. 9	Geography	Christian Brothers.
Plantagenet, South, No. 7	Arithmetic	Rochon.
	Geography	Miller.
	History	Christian Brothers.
Plantagenet, South, No. 8	Arithmetic	Rochon.
Plantagenet, South, No. 9	Arithmetic	Christian Brothers.
	Geography	Christian Brothers.
	History	Christian Brothers.
		Henderson & Fraser.
Plantagenet, South, No. 11	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Christian Brothers.
Plantagenet, South, No. 12	Arithmetic	Rochon.
Plantagenet, South, No. 15	Geography	Christian Brothers.
	History	Christian Brothers.

School.	Subject.	Text-book.
Roxborough, No. 16	Geography	Christian Brothers.
	History	Christian Brothers.
Hawkesbury	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Congregation of Notre Dame.
L'Orignal	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Congregation of Notre Dame.

P. S., Prescott and Russell.

Clarence, No. 5	Arithmetic	Rochon.
Plantagenet, South, No. 9	Arithmetic	Rochon.

R. C. Separate Schools, Districts.

Appelby, No. 1	Geography	Miller.
Blezard, No. 2	Arithmetic	Rochon.
	Geography	Christian Brothers.
Bonfield, No. 1	Arithmetic	Christian Brothers.
	Geography	Miller, Fraser.
Caldwell, No. 1	Geography	Christian Brothers.
	History	Leblond de Brumath.
Capreol, No. 1	Arithmetic	Christian Brothers.
	Geography	Christian Brothers.
	History	Henderson & Fraser.
Dunnet, No. 1	History	Leblond de Brumath.
Ferris, No. 4	Geography	Christian Brothers.
	History	Christian Brothers.
Gibbons, No. 1	Geography	Christian Brothers.
Grant, No. 1	Geography	Christian Brothers, Fraser.
Papineau, No. 1	Geography	Fraser.
	History	Henderson & Fraser.
Papineau, No. 2 B.	Geography	Miller.
Springer, No. 1	Arithmetic	Rochon.
	History	Henderson & Fraser.
Widdifield, No. 2	Arithmetic	Christian Brothers.
	Geography	Christian Brothers.
	History	Christian Brothers.
Chelmsford	Arithmetic	Rochon.
	Geography	Miller.
Mattawa	Geography	Miller.

P. S., Districts.

School.	Subject.	Text-book.
Appelby, No. 1	Geography	Christian Brothers.
Badgerow, No. 2	Geography	Christian Brothers.
Blezard, No. 2	Arithmetic	Rochon.
	Geography	Christian Brothers.
	History	Leblond de Brumath.
Broder, No. 1	Arithmetic	Christian Brothers.
Caldwell, No. 2	Geography	Christian Brothers.
Caldwell, No. 4	Geography	Christian Brothers.
	History	Leblond de Brumath.
Capreol, No. 2	Arithmetic	Christian Brothers.
	Geography	Christian Brothers.
Crerar and Gibbons, No. 1	Arithmetic	Rochon.
Dunnet, No. 2	Arithmetic	Christian Brothers.
	Geography	Christian Brothers.
Ferris, No. 3	Geography	Christian Brothers.
Garson, No. 1	Geography	Christian Brothers.
	History	Christian Brothers.
	English Reading	Roman Catholic Readers.
Hanmer, No. 1	Arithmetic	Rochon.
Kirkpatrick, No. 1	Arithmetic	Rochon.
	Geography	Christian Brothers.
Kirkpatrick, No. 2	Arithmetic	Rochon.
	Geography	Fraser.
McKim, No. 4	Geography	Christian Brothers.
McPherson, No. 1	Geography	Christian Brothers.
	History	Christian Brothers.
Neelon, No. 1	Geography	Christian Brothers.
	History	Christian Brothers.
Rayside, No. 2	Geography	Christian Brothers.
	History	Toussaint.

P. S., Stormont and Glengarry.

Finch, No. 12	Geography	Christian Brothers.

11. Variations from the Regulations Governing Religious Instruction in Public Schools.

The Scriptures are not read at the opening or the closing exercises in any of the English-French Public Schools visited.

No religious exercises are conducted in opening and closing the following schools: Alfred, No. 1; Lancaster, No. 8; Lancaster, No. 12, and Lancaster, No. 14.

Roman Catholic forms of prayers are used at the opening and the closing exercises, and the Catechism is taught in Public Schools as follows:

Public Schools, Essex.

Schools in which Roman Catholic forms of Prayers are used in the opening and the closing exercises.

Anderdon, Nos. 2 and 5.
Anderdon, No. 8.
Maidstone & Rochester, No. 1.
Sandwich, East, No. 4.
Sandwich, East, No. 5.
Sandwich, East, No. 6.
Sandwich, West, No. 3.
Sandwich, West, No. 6.
Tilbury North, No. 3.

Schools in which Catechism is taught during school hours.

Anderdon, No. 6.
Anderdon, No. 8.
Maidstone & Rochester, No. 1.
Sandwich, East, No. 5.
Sandwich, West, No. 6.
Sandwich, West, No. 8.
Sandwich, West, No. 9.
Tilbury, North, No. 3.

Public Schools, Prescott and Russell.

Schools in which Catechism is taught during school hours.

Cambridge, No. 13.
Plantagenet, North, No 3.

Schools in which Catechism is taught by the teacher after school hours.*

Hawkesbury, East, No. 15.
Hawkesbury, East, No. 18.
Hawkesbury, East, No. 20.
Longueuil, West, No. 4.
Plantagenet, North, No. 8.
Plantagenet, North, No. 12.
Plantagenet, South, No. 5.
Plantagenet, South, No. 9.
Plantagenet, South, No. 12.

* No record was kept of the Schools in which the Catechism is taught by the teacher after school hours in the inspection of schools previous to September, 1911, because before that time the practice did not conflict with the Regulations of the Department of Education.

Public Schools, Districts.

Schools in which Roman Catholic forms of Prayers are used in the opening and the closing exercises.

Appelby, No. 1.
Badgerow, No. 2.
Blezard, No. 2.
Broder, No. 1.
Caldwell, No. 1.
Caldwell, No. 2.
Caldwell, No. 4.
Capreol, No. 1.
Capreol, No. 2.
Crerar & Gibbons, No. 1.
*Denison, No. 6, & Louise, No. 1.
Dunnet, No. 2.
Dunnet, No. 3.
Ferris, No. 3.
Garson, No. 1.
Jennings, No. 1.
Kirkpatrick, No. 1.
Kirkpatrick, No. 2.
McKim, No. 4.
McPherson, No. 1.
Neelon, No. 1.
Rayside, No. 2.
Rayside, No. 4.

Schools in which Catechism is taught during school hours.

Appelby, No. 1.
Badgerow, No. 2.
Blezard, No. 2.
Broder, No. 1.
Caldwell, No. 1.
Caldwell, No. 2.
Caldwell, No. 4.
Capreol, No. 1.
Capreol, No. 2.
Crerar & Gibbons, No. 1.
Dunnet, No. 2.
Dunnet, No. 3.
Ferris, No. 3.
Garson, No. 1.
Hanmer, No. 1.
Jennings, No. 1.
Kirkpatrick, No. 2.
McKim, No. 4.
McPherson, No. 1.
Neelon, No. 1.
Rayside, No. 4.

* School opens at 8.55 a.m. and 12.55 p.m.

PUBLIC SCHOOLS, STORMONT AND GLENGARRY.

Schools in which Catechism is taught by the teacher after school hours.	Schools in which Catechism is taught during school hours.
Lancaster, No. 8. Lancaster, No. 14.	Finch, No. 12.

12. INSPECTION.

The Inspectors in charge of the English-French R. C. Separate Schools in Russell and the City of Ottawa, and in Prescott and the Districts, have not given the schools under their charge two inspections per year. Each of these Inspectors has too many schools in his Inspectorate to make it possible for him to meet this requirement.

The Inspector in charge of the English-French R. C. Separate Schools in Essex and Kent, the Public Schools of North Essex, and the English-French Public Schools in the Districts has been barely able to cover his field by cutting down the time for inspection required by the Regulations of the Department of Education.

The Inspector of Public Schools in Prescott and Russell has also found difficulty in satisfactorily overtaking his work.

13. DISCIPLINE, ETC.

The discipline in the English-French schools is, as a rule, excellent. The teachers have good control and the pupils are well behaved. One of the most noticeable features of the schools is the politeness of the children. This is manifest, not only in the formal reception of visitors by the classes, but especially in conversation and in acts of courtesy in the school and on the playgrounds.

Excellent taste has been shown in most of the schools under the charge of the Religious Communities in decorating class-rooms with flowers, pictures, specimens of work, etc.

V. THE EFFICIENCY OF THE SCHOOLS.

To investigate the efficiency of schools a variety of tests were applied, because it was evident that no one test could be relied on fully in estimating results.

1. THE EFFICIENCY OF THE SCHOOLS AS DETERMINED BY A COMPARISON OF THE RELATIVE NUMBER OF PUPILS IN THE DIFFERENT FORMS WITH THE AVERAGES FOR THE PROVINCE.

Such a comparison gives a fair idea of the limits of the training. It is evident that if an unusually large proportion of the pupils are in the lower forms many of the children are leaving school before the completion of the Public School course. But it would be unfair to draw this conclusion, in the case of a few of the schools in the newer sections of the Province, where the land is being taken up by young people and all the children in the localities concerned are comparatively young.

The following tables give the facts regarding the distribution of the attendance in the English-French Schools visited and a comparison of the percentage of pupils in each form with the percentage in the Province. In this comparison, the R. C. Separate Schools are compared with the R. C. Separate Schools throughout the Province, and the Public Schools with the Public Schools. The figures for the Province are taken for the year 1910 from the Report of the Minister of Education for the year 1911.

R. C. SEPARATE SCHOOLS, ESSEX AND KENT.

	Form I.	Form II.	Form III.	Form IV.	Form V.
Number of Pupils	1,721	786	517	339	12
Percentages	51.	23.29	15.32	10.04	.35
Amount in Percentage above Percentage in the Province	3.45	4.26	.....	.....	.....
Amount in Percentage below Percentage in the Province	.....	.....	1.84	4.44	1.42

PUBLIC SCHOOLS, ESSEX.

———	Form I.	Form II.	Form III.	Form IV.	Form V.
Number of Pupils	311	152	164	64	.....
Percentages	45.01	22.	23.73	9.26	.....
Amount in Percentage above Percentage in the Province	6.32	3.08	4.19	.....	.....
Amount in Percentage below Percentage in the Province	.....	.....	.....	10.33	3.24

PUBLIC SCHOOLS, KENT.

———	Form I.	Form II.	Form III.	Form IV.	Form V.
Number of Pupils	127	50	36	19	.....
Percentages	54.74	21.55	15.52	8.19	.....
Amount in Percentage above Percentage in the Province	16.04	2.63	.....	.....	.....
Amount in Percentage below Percentage in the Province	.....	.....	4.02	11.40	3.24

R. C. SEPARATE SCHOOLS, RUSSELL AND THE CITY OF OTTAWA.

———	Form I.	Form II.	Form III.	Form IV.	Form V.
Number of Pupils	4,513	1,708	991	404	105
Percentages	58.45	22.12	12.83	5.23	1.36
Amount in Percentage above Percentage in the Province	10.91	3.09	.....	.....	.....
Amount in Percentage below Percentage in the Province	.....	.....	4.33	9.25	.41

R. C. SEPARATE SCHOOLS, PRESCOTT.

——	Form I.	Form II.	Form III.	Form IV.	Form V.
Number of Pupils	1,859	712	469	245	16
Percentages	56.31	21.57	14.21	7.42	.48
Amount in Percentage above Percentage in the Province	8.77	2.54	.....	.....	.....
Amount in Percentage below Percentage in the Province	.....	.....	2.95	7.06	1.29

PUBLIC SCHOOLS, PRESCOTT AND RUSSELL.

——	Form I.	Form II.	Form III.	Form IV.	Form V.
Number of Pupils	842	304	188	161	.....
Percentages	56.32	20.33	12.58	10.77	.....
Amount in Percentage above Percentage in the Province	17.62	1.41	.....	.....	.....
Amount in Percentage below Percentage in the Province	.....	.....	6.96	8.82	3.24

R. C. SEPARATE SCHOOLS, DISTRICTS.

——	Form I.	Form II.	Form III.	Form IV.	Form V.
Number of Pupils	2,264	749	514	276	.....
Percentages	59.53	19.69	13.52	7.26	.....
Amount in Percentage above Percentage in the Province	11.98	.66	.....	.....	.....
Amount in Percentage below Percentage in the Province	.....	.....	3.64	7.22	1.77

PUBLIC SCHOOLS, DISTRICTS.

——	Form I.	Form II.	Form III.	Form IV.	Form V.
Number of Pupils	497	205	112	47	.....
Percentages	57.72	23.81	13.01	5.46	.....
Amount in Percentage above Percentage in the Province	19.02	4.89	.....	.....	.....
Amount in Percentage below Percentage in the Province	.....	.....	6.53	14.13	3.24

PUBLIC SCHOOLS, STORMONT AND GLENGARRY.

	Form I.	Form II.	Form III.	Form IV.	Form V.
Number of Pupils	87	29	28	22	.....
Percentages	52.41	17.47	16.87	13.25	.....
Amount in Percentage above Percentage in the Province	13.71	.....	.....	.....	.....
Amount in Percentage below Percentage in the Province	.....	1.45	2.67	6.34	3.24

2. The Efficiency of the Schools as Determined by the Relative Ages of Pupils in the Different Forms.

This is one of the best tests of the standing of a school. If, for example, a number of children of twelve years of age or over are found in Form II, it is certain that for some cause the training has been defective and that these children are likely to leave school with an inadequate education. The application of the rule of ages is, of course, limited by the character of the grading in the schools, and must be checked by an examination of the pupils.

The following table gives the relation of standing to age in the schools visited. The number of pupils of each of the respective ages in each form is placed to the right of the figures in the first column indicating the ages.

R. C. SEPARATE SCHOOLS, ESSEX AND KENT.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
5 years	108	.....	.....	.....	.....
6 years	300	.....	.....	.....	.....
7 years	384	3	.....	.....	.....
8 years	389	62	.....	.....	.....
9 years	234	145	13	.....	.....
10 years	137	204	64	4	.....
11 years	72	154	115	17	1
12 years	43	113	134	69	.....
13 years	20	73	123	96	2
14 years	3	32	52	96	6
15 years	.....	6	17	33	3
16 years	.....	.....	5	10	.....
17 years	.....	.....	1	.....	.....
19 years	.....	.....	.....	1	.....

PUBLIC SCHOOLS, ESSEX.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
5 years	24	.....	.....	.....	.....
6 years	49	.....	.....	.....	.....
7 years	71	8	.....	.....	.....
8 years	70	19	2	.....	.....
9 years	35	28	13	.....	.....
10 years	36	44	17	.....	.....
11 years	11	23	36	3	.....
12 years	5	15	51	9	.....
13 years	9	12	33	20	.....
14 years	1	3	20	6	.....
15 years	.....	.....	9	8	.....
16 years	.....	.....	.....	1	.....

PUBLIC SCHOOLS, KENT.

Ages.	Form I.	Form II.	Form III.	Form IV.
5 years	6	.....	.....	.....
6 years	16	.....	.....	.....
7 years	22	.....	.....	.....
8 years	35	.....	.....	.....
9 years	13	7	.....	.....
10 years	14	8	3	.....
11 years	6	14	3	.....
12 years	7	11	10	1
13 years	4	7	11	6
14 years	4	2	6	4
15 years	.....	1	1	4
16 years	.....	.....	2	3
17 years	.....	.....	.....	1

R. C. SEPARATE SCHOOLS, RUSSELL AND THE CITY OF OTTAWA.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
5 years	427	.....	.....	.....	.....
6 years	852	.....	.....	.....	.....
7 years	936	29	.....	.....	.....
8 years	858	113	1	.....	.....
9 years	642	314	28	.....	.....
10 years	418	391	85	5	.....
11 years	188	388	196	28	.....
12 years	81	274	272	74	4
13 years	23	157	223	113	4
14 years	3	35	140	96	26
15 years	1	5	32	58	24
16 years	.....	.....	6	21	31
17 years	.....	1	1	8	16
18 years	.....	.....	.....	1	.....

R.C. SEPARATE SCHOOLS, PRESCOTT.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
5 years	215	.....	.....	.....	.....
6 years	334	.....	.....	.....	.....
7 years	397	13	.....	.....	.....
8 years	359	44	5	.....	.....
9 years	248	133	12	1	.....
10 years	199	202	53	6	.....
11 years	61	142	122	15	.....
12 years	28	103	112	29	.....
13 years	17	58	101	63	3
14 years	1	14	46	70	4
15 years	.....	3	15	38	5
16 years	.....	.....	3	16	3
17 years	.....	.....	.....	7	1

PUBLIC SCHOOLS, PRESCOTT AND RUSSELL.

Ages.	Form I.	Form II.	Form III.	Form IV.
5 years	112	.....	.....	.....
6 years	144	.....	.....	.....
7 years	151	1	.....	.....
8 years	183	18	1	.....
9 years	122	64	3	.....
10 years	70	72	20	1
11 years	31	63	40	14
12 years	14	53	57	33
13 years	10	18	40	41
14 years	4	15	19	35
15 years	1	.....	6	26
16 years	.....	.....	.....	8
17 years	.....	.....	2	3

R. C. SEPARATE SCHOOLS, DISTRICTS.

Ages.	Form I.	Form II.	Form III.	Form IV.
5 years	123	.....	.....	.....
6 years	377	.....	.....	.....
7 years	482	8	.....	.....
8 years	431	38	2	.....
9 years	319	83	18	.....
10 years	255	217	49	3
11 years	128	134	95	11
12 years	98	141	151	47
13 years	29	80	103	58
14 years	21	44	64	82
15 years	1	9	18	57
16 years	.....	.....	6	17
17 years	.....	.....	2	1

PUBLIC SCHOOLS, DISTRICTS.

Ages.	Form I.	Form II.	Form III.	Form IV.
5 years	55	.....	.....	.....
6 years	69	.....	.....	.....
7 years	93	1	.....	.....
8 years	99	15	.....	.....
9 years	84	34	2	1
10 years	43	37	12	.....
11 years	26	43	18	4
12 years	12	31	27	6
13 years	9	25	23	11
14 years	5	9	25	9
15 years	1	7	6	12
16 years	.....	.....	.....	2
17 years	.....	.....	1	.....
18 years	1	.....	.....	.....

PUBLIC SCHOOLS, STORMONT AND GLENGARRY.

Ages.	Form I.	Form II.	Form III.	Form IV.
5 years	11	.....	.....	.....
6 years	13	.....	.....	.....
7 years	16	.....	.....	.....
8 years	15	1	.....	.....
9 years	16	6	3	1
10 years	7	7	1	1
11 years	4	5	4	1
12 years	3	6	8	3
13 years	1	3	6	3
14 years	.....	1	4	8
15 years	1	.....	1	4
16 years	.....	.....	1	.....
17 years	.....	.....	.....	1

In comparing ages and grading, it is difficult to fix upon a standard of relation. Possibly, making due allowance for all considerations, pupils should be regarded as below grade if not promoted from the first form before they are ten years of age, from the second form before they are twelve, and from the third form before they are fourteen.

The percentages of the pupils below grade on this basis in Form I, Form II, and Form III, are given below.

Schools.	Form I.	Form II.	Form III.
R. C. Separate Schools, Essex and Kent	16.27	28.28	14.31
Public Schools, Essex	19.93	19.73	16.02
Public Schools, Kent	27.55	42.	25.
R. C. Separate Schools, Russell and the City of Ottawa.	15.82	27.63	18.06
R. C. Separate Schools, Prescott	16.46	25.	13.65
Public Schools, Prescott and Russell	15.44	28.29	11.17
R. C. Separate Schools, Districts	23.50	36.58	17.51
Public Schools, Districts	19.52	35.12	28.57
Public Schools, Stormont and Glengarry	18.39	34.48	21.43

3. Efficiency of the Schools as Determined by Age and Standing of the Pupils on Leaving School.

Such a test would be sufficient if it could be applied satisfactorily. It is impossible to obtain full and accurate data. On account of the frequent changes which had taken place in the teachers of the different schcols, full information regarding pupils who had left school could not be ascertained. In the returns given below the numbers are incomplete and the standing is only approximately given by the designation of the forms to which the pupils had been promoted before they left school.

The facts in as far as they could be obtained are given in the table below.

The returns are arranged as in the table giving the relation of standing to age.

Children under eleven years of age are not included in the list. A few below this age were reported as being out of school because they had moved to localities where there were no schools. The probability is that some of them at least will have opportunities of continuing their courses.

R. C. SEPARATE SCHOOLS, ESSEX AND KENT.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
11 years	.....	3	.....	1	.....
12 years	1	13	6	.....	.....
13 years	2	12	37	7	1
14 years	1	15	24	42	.....
15 years	.....	5	11	33	2
16 years	.....	.....	2	10	.....
17 years	.....	.....	.....	1	.....

PUBLIC SCHOOLS, ESSEX.

Ages.	Form I.	Form II.	Form III.	Form IV.
11 years	1	12	.....	.....
12 years	2	3	4	.....
13 years	3	1	4	10
14 years	1	2	8	7
15 years	.....	1	9	7
16 years	.....	1	.....	1
17 years	.....	.....	2	1

PUBLIC SCHOOLS, KENT.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
14 years	1	.....	.....	.....	.....
15 years	.....	.....	1	1	.....
16 years	.....	1	1	2	.....
17 years	.....	.....	.....	.....	1

R. C. SEPARATE SCHOOLS, RUSSELL AND THE CITY OF OTTAWA.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
11 years	10	25	5	.....	.....
12 years	15	38	22	5	.....
13 years	10	47	56	33	.....
14 years	12	29	67	48	3
15 years	1	5	30	47	4
16 years	1	3	17	20	6
17 years	.....	.....	.....	9	6
19 years	.....	.....	.....	1	.....

R. C. SEPARATE SCHOOLS, PRESCOTT.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
11 years	4	4	4	.....	.....
12 years	6	9	9	8	1
13 years	23	17	32	22	.....
14 years	4	23	28	45	2
15 years	2	3	18	21	2
16 years	1	.....	8	14	.....
17 years	.....	.....	.....	4	1

PUBLIC SCHOOLS, PRESCOTT AND RUSSELL.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
11 years	.....	.....	1	.....	.....
12 years	3	5	2	2	.....
13 years	.....	4	9	3	.....
14 years	2	4	16	16	2
15 years	.....	.....	5	15	2
16 years	1	.....	3	15	.....
17 years	.....	.....	.....	4	.....

R. C. SEPARATE SCHOOLS, DISTRICTS.

Ages.	Form I.	Form II.	Form III.	Form IV.	Form V.
11 years	1	4	18	1	.....
12 years	10	11	13	6	1
13 years	9	13	23	16	.....
14 years	10	17	32	36	1
15 years	1	6	8	30	.....
16 years	1	1	4	10	.....
17 years	.....	.....	1	.....	.....
19 years	.....	.....	.....	.....	1

PUBLIC SCHOOLS, DISTRICTS.

Ages.	Form I.	Form II.	Form III.	Form IV.
11 years	2	.....	1	.....
12 years	6	3	3	.....
13 years	1	4	11	2
14 years	2	5	11	8
15 years	1	7	9	5
16 years	1	.....	2	2
17 years	.....	.....	5	1

PUBLIC SCHOOLS, STORMONT AND GLENGARRY.

Ages.	Form I.	Form II.	Form III.	Form IV.
12 years	.....	.....	.....	1
13 years	.....	1	.....	.....
14 years	.....	1	.....	.....
15 years	.....	1	1	.....
17 years	.....	3	.....	.....

4. Efficiency of Schools as Determined by the Number of Pupils Who Passed the High School Entrance Examination.

This test gives a fair indication of the number of pupils who may continue their studies beyond the limits of Form IV of the Public School, and, as such, is important; but should not be relied on solely as a basis for estimating the general efficiency of schools. Many fourth form pupils who have no intention of attending a High School do not try this examination. Moreover, in many schools, pupils who have special ability or exceptional advantages are pushed forward to pass the examination, while a large proportion of those who leave school have inferior training.

The following table shows, (*a*) The total number who passed the High School Entrance Examination at the examination preceding the inspection of the schools. (*b*) The percentage of the total enrolled attendance that passed. (*c*) A comparison of the percentage of the enrolled attendance that passed with the corresponding percentage for the Province for the year 1910.

Schools	Total number of pupils passing the Entrance Examination.	Percentage of enrolled attendance passing the Entrance Examination.	Below Percentage for the Province.
R. C. Separate Schools, Essex and Kent	49	1.45	1.05
Public Schools, Essex	4	.58	1.92
Public Schools, Kent	1	.43	2.07
R. C. Separate Schools, Russell and the City of Ottawa	16	.20	2.30
R. C. Separate Schools, Prescott	20	.61	1.89
Public Schools, Prescott and Russell	16	1.07	1.43
R. C. Separate Schools, Districts	45	1.18	1.32
Public Schools, Districts	1	.12	2.38
Public Schools, Stormont and Glengarry	.....	.....	2.50

5. Efficiency of Schools as Determined by an Examination of the Pupils.

The pupils were, as a rule, examined in the following subjects: English conversation, Forms I-IV; English reading, Forms I-IV; English spelling, Forms II-IV; English composition, Forms II-IV; writing, Forms II-IV; arithmetic, Forms I-IV; geography, Forms III and IV; drawing, Forms II-IV.

The tests were both oral and written. The examinations were conducted mainly by myself, but the teachers of the schools were usually asked to take some part, especially when pupils showed diffidence in answering.

English conversation was tested by special examinations in Forms I and II and in connection with the reading and other exercises in Forms III and IV.

Selections for reading were taken from the work which had been covered in the class. In grading the reading, word recognition, pronunciation, expression, and the mastery of the meaning of what was read were taken into account.

The arithmetic tests were as follows:—

Form I: Oral questions on number combinations, the addition and the subtraction tables.

Form II: Tests on the simple rules, addition, subtraction, multiplication, and division.

Forms III and IV: Simple practical problems within the limits of the Public School Course of Study.

Written compositions were required of pupils in Forms II, III and IV. A simple reproduction story was usually given in Form II and themes in Forms III and IV.

The spelling exercises were taken from the work covered in the Speller or in the Reader.

Writing was judged from an examination of the copy-books and of the written exercises in other subjects.

In geography, oral tests were given on the work which had been done in class. A part of the questions usually had reference to the geography of Canada.

Drawing was marked from the exercises done by the pupils in the course of the term's work. In some schools these were not available or were very meagre, and the subject was not graded.

In many of the schools the teachers were asked to review for me portions of the work covered in history, but as time could not be found for this exercise in all the schools, the subject was not graded.

The character of the work is indicated by the grades I, II, III, IV, V. The grading is to be regarded as relative. In general terms, I means results excellent; II, good; III, fair; IV, bad; V, very bad, results practically *nil*. A grading lower than III shows that the results are unsatisfactory. In assigning the gradings, my general standard was determined by what my experience in inspecting Public and Separate Schools throughout the Province had shown me to be possible under similar conditions in English schools; but in the English subjects certain allowances were made for the inherent difficulties which French-speaking pupils experience in learning a new language. For example, the grading in English conversation was estimated approximately by the following standards:

Form I: Ability to give the names of familiar objects and actions and to use a very few common action, attributive, and relational words.

Form II: Knowledge of a wider range of notional and relational words and the ability to carry on a very simple conversation involving simple questions and answers.

Form III: The ability to carry on a more extended conversation on topics connected with the school or the home.

Form IV: Ability to carry on an ordinary conversation.

A grading E in conversation means either that the class consists of English-speaking children or that the pupils have the power in conversation of ordinary English-speaking children.

The combinations I-II, II-III, etc., indicate shadings in grading in the same class or in two or more classes of the same form.

The results of the examinations conducted at the time of the inspection are given in the summaries which follow. The general remarks indicate the chief defects in each subject of study. It is not to be inferred that the criticisms apply to all classes. In every subject excellent results were found in certain schools. The gradings which follow the general statements indicate the situation.

Standing in English Conversation.

English conversation as distinguished from English reading finds a place in most of the schools in Eastern Ontario and the Districts but is seldom regarded as a separate subject of study in the schools of Essex and Kent. Where the subject is introduced, a fair beginning is being made in its development. Teachers carry the work up to a certain point, but lack the knowledge and the skill necessary to continue it. They find it a simple matter to teach pupils the names of a few common objects in and about the school and to teach a few action words, but difficulty is experienced in widening the range and introducing the relational words necessary to consecutive thought and expression.

The Berlitz method is used very generally in the schools of Eastern Ontario and the Districts. When teachers were asked to review for me the work done in English conversation, the exercises exhibited usually covered a part or the whole of the matter of the first four lessons in the handbook for pupils. In not more than 20 per cent. of the schools did the work done in formal conversation extend beyond this limit. Under ordinary conditions, the topics embraced in these lessons may be thoroughly taught in two months to beginners; yet it was not unusual to find pupils who had been in school two, three, or even four years, who had not advanced beyond them. When teachers reach this limit, they mark time in repeating the same round of exercises.

It will be observed that, although English is not regarded as a special subject of study in many of the schools of Essex and Kent, yet the grading of these schools in conversation is on the whole higher than in the schools in other parts of the Province. The reasons to be assigned are two. First, the pupils as a rule have wider opportunities for learning English outside of the school, and second, English is used very generally in these schools as a medium of instruction.

The results of the examinations in conversation are summed up in the following table. The figures given below the grades indicate in each case the number of schools in which the classes were given the grading.

ENGLISH CONVERSATION.

—	Form I.										Form II.									
	E	I	I–II	II	II–III	III	III–IV	IV	IV–V	V	E	I	I–II	II	II–III	III	III–IV	IV	IV–V	V
R.C.S.S., Essex and Kent	5	1	3	5	9	7	2	.....	.....	.....	5	1	2	7	7	7	2	1	.....	.....
P.S., Essex	1	1	3	.....	5	1	3	.....	.....	.....	1	.....	4	1	4	3	.....	.....	.....	.....
P.S., Kent	1	1	.....	.....	1	1	.....	.....	.....	.....	1	1	1	.....	.....	1	.....	.....	.....	.....
R.C.S.S., Russell and Ottawa	.....	.....	.....	6	14	23	13	5	1	.....	.....	.....	1	3	5	17	16	20	1	.....
R.C.S.S., Prescott	.....	.....	.....	4	5	27	9	4	1	.....	1	.....	.....	2	2	4	18	18	4	.....
P.S., Prescott and Russell	2	1	3	5	9	11	1	2	.....	.....	4	1	3	4	7	4	9	1	.....	.....
R.C.S.S., Districts	.....	.....	3	6	5	4	7	3	1	.....	.....	.....	5	8	3	4	4	2	1	.....
P.S., Districts	1	.....	.....	1	2	5	8	5	3	.....	2	.....	.....	.....	3	3	8	12	.....	.....
mont and garry	.....	.....	.....	.....	1	2	1	.....	.....	.....	.....	.....	.....	1	1	.....	1	.....	.....	.....

Continued on next page.

ENGLISH CONVERSATION.—Continued.

—	Form III.										Form IV.									
	E	I	I–II	II	II–III	III	III–IV	IV	IV–V	V	E	I	I–II	II	II–III	III	III–IV	IV	IV–V	V
R.C.S.S., Essex and Kent	8	.....	1	8	3	8	3	1	.....	.....	7	.....	1	7	3	7	1	.....	.....	.....
P.S., Essex	1	.....	1	4	3	1	.....	.....	.....	.....	1	.....	1	6	1	2	.....	.....	.....	.....
P.S., Kent	1	1	.....	1	.....	1	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....
R.C.S.S., Russell and Ottawa	.....	.....	1	2	4	8	25	17	1	.....	1	.....	.....	4	1	7	16	6	.....	.....
R.C.S.S., Prescott	1	.....	.....	2	1	4	16	16	9	.....	2	.....	.....	2	2	3	14	7	3	.....
P.S., Prescott and Russell	8	.....	2	1	4	6	8	1	.....	.....	7	.....	2	.....	3	9	3	1	.....	.....
R.C.S.S., Districts	3	.....	5	4	3	3	5	3	2	.....	5	.....	4	3	3	2	1	1	.....	.....
P.S., Districts	.....	.....	.....	.....	3	.....	7	6	.....	.....	1	.....	.....	.....	3	1	3	2	.....	.....
P.S., Stormont and Glengarry	.....	.....	.....	1	1	.....	1	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....

Standing in English Reading.

As a rule, pupils recognize words readily and read without hesitation, but with a more or less distinctly marked French accent. The reading is usually expressionless, but exceptions are found in a few schools where the training is exceptionally good.

Very frequently pupils attain expertness in uttering the words without any appreciable understanding of the matter read. This defect is not confined to the lower classes only. I found many children reading in the Third and the Fourth Reader who were but repeating words which apparently called up no ideas to give them meaning.

When pupils begin English reading and French reading at the same time, there is a tendency towards confusion both in the use of words and in pronunciation. Mistakes in pronunciation were specially noticeable when phonic methods were employed in teaching the reading in each language. The pupils constantly mixed the phonic values of the letters in the two languages.

The results of the examinations in reading are summed up in the following table. The figures given below the grades indicate in each case the number of schools in which the classes were given the grading.

ENGLISH READING.

	Form I.									Form II.								
	I	I-II	II	II-III	III	III-IV	IV	IV-V	V	I	I-II	II	II-III	III	III-IV	IV	IV-V	V
R. C. S. S., Essex and Kent	.....	.....	.....	8	5	9	10	.....	.....	.....	.....	1	9	8	7	7	.....	.....
P. S., Essex	.....	.....	1	2	6	3	2	.....	.....	.....	.....	1	2	9	1	.....	.....	.....
P. S., Kent	.....	.....	.....	1	2	1	.....	.....	.....	.....	.....	1	1	2	.....	.....	.....	.....
R. C. S. S., Russell & Ottawa	.....	.....	1	3	14	14	9	.....	1	.....	.....	2	3	17	20	18	3	.....
R. C. S. S., Prescott	.....	.....	.....	1	8	12	14	.....	1	.....	.....	.....	.....	9	17	20	3	.....
P. S., Prescott and Russell	.....	.....	3	5	13	8	4	.....	.....	.....	.....	1	9	11	8	4	.....	.....
R. C. S. S., Districts	.....	.....	.....	3	5	13	3	.....	.....	.....	.....	.....	5	6	10	5	1	.....
P. S., Districts	.....	.....	.....	.....	5	7	6	.....	.....	.....	.....	.....	2	4	10	12	.....	.....
P. S., Stormont & Glengarry	.....	.....	.....	.....	.....	3	.....	1	.....	.....	.....	.....	.....	.....	2	1	.....	.....

ENGLISH READING.—Continued.

—	Form III.									Form IV.								
	I	I-II	II	II-III	III	III-IV	IV	IV-V	V	I	I-II	II	II-III	III	III-IV	IV	IV-V	V
R. C. S. S., Essex and Kent	.....	.....	4	7	11	6	4	.....	.....	.....	.....	5	4	13	2	2	.....	.....
P. S., Essex	.....	.....	.....	1	7	1	1	.....	.....	.....	.....	3	.....	7	1	.....	.....	.....
P. S., Kent	.....	.....	.....	1	3	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....
R.C. S. S., Russell & Ottawa	.....	.....	.....	4	16	23	12	3	.....	.....	.....	1	4	14	13	2	1	.....
R. C. S. S., Prescott	.....	.....	.....	2	8	12	24	3	.....	.....	.....	.....	2	9	12	9	1	.....
P. S., Prescott and Russell	.....	.....	1	7	12	8	2	.....	.....	.....	.....	1	6	14	4	.....	.....	.....
R. C. S. S., Districts	.....	.....	.....	7	8	9	3	1	.....	.....	.....	3	7	6	2	1	.....	.....
P. S., Districts	.....	.....	.....	1	3	7	5	.....	.....	.....	.....	.....	3	2	3	2	.....	.....
P. S., Stormont & Glengarry	.....	.....	.....	.....	.....	2	1	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....

Standing in English Spelling.

Lists of words from the Reader or the Speller are usually given by teachers to the pupils for home-work. I found that a fair proportion of the words assigned were well prepared. When the assignment is taken from the Speller, sufficient attention is seldom given to the meanings of the words as used in sentences. It was very common to find pupils learning thoroughly the spelling of scores of words whose meanings they did not understand. I found also that words which were spelled correctly by pupils when given by me as tests were frequently mispelled when used by the same pupils in their English compositions. The spelling in the composition was in almost every case an attempted phonic representation of the pronunciation of the words as used in conversation.

The following table summarizes the results of the tests in spelling. The figures below the grades indicate the number of schools in which the classes were given the grading:

ENGLISH SPELLING.

	Form II.							Form III.								Form IV.							
	II	II-III	III	III-IV	IV	IV-V	V	I-II	II	II-III	III	III-IV	IV	IV-V	V	I	I-II	II	II-III	III	III-IV	IV	IV-V
R.C.S.S., Essex and Kent	4	7	13	4	....	.....	....	.....	12	3	9	5	1	.....	....	....	.....	11	3	5	3	1	.....
P. S., Essex	1	1	6	3	....	.....	....	.....	....	1	6	2	....	.....	....	....	.....	1	1	6	1	....	.....
P. S., Kent.....	1	.....	3	.....	....	.....	....	.....	1	.....	3	.....	....	.....	....	....	.....	....	1	1	.....	....	.....
R. C. S. S., Russell and Ottawa.....	1	3	9	21	19	5	1	.....	2	5	27	10	11	3	....	....	.....	3	5	19	3	3	1
R. C. S. S., Prescott ...	1	2	9	12	12	7	....	.....	1	7	14	11	12	3	....	1	.....	2	6	15	5	3	1
P. S., Prescott and Russell.....	2	3	12	6	8	1	....	.....	4	2	11	9	4	.....	....	....	1	6	3	10	3	2	.....
R. C. S. S., Districts...	2	4	5	6	9	1	....	1	2	3	5	11	6	.....	....	....	1	4	5	5	3	1	.....
P. S., Districts.....	1	.....	5	5	13	4	....	.....	1	2	4	3	7	.....	....	....	.....	2	.....	5	1	....	1
P. S., Stormont and Glengarry	....	.....	2	.....	1	.....	....	.....	....	.....	2	.....	1	.....	....	....	.....	....	.....	1	1	....	.....

Standing in English Composition.

The standing of the pupils is lower in English Composition than in any other of the departments of English. Many pupils whose attainments in conversation are satisfactory have but little power of expressing themselves in written form. On the other hand, in a few schools the pupils' ability in writing was found to be in advance of their power in conversation. This was notably the case in the senior fourth classes in the R. C. S. S. No. 10, Alfred (Village of Alfred), and the R. C. S. S. No. 6, Russell (Village of Embrun), where I received some unusually good exercises in Composition. The pupils in these schools receive special training in written work for the Entrance Examination.

The following table summarizes the results of the tests in composition. The figures below the grades indicate the number of schools in which the classes were given the grading.

ENGLISH COMPOSITION.

	Form II.							Form III.							Form IV.						
	II	II-III	III	III-IV	IV	IV-V	V	II	II-III	III	III-IV	IV	IV-V	V	II	II-III	III	III-IV	IV	IV-V	V
R.C.S.S., Essex and Kent	4	3	6	5	7	4	3	3	10	9	5	4	.....	1	2	8	14	.....	2	.....	....
P.S., Essex	1	2	3	1	3	.....	2	....	1	5	3	1	.....	....	2	3	4	2	....	.....	....
P.S., Kent	....	2	....	2	....	.....	....	....	1	1	2	....	.....	....	....	.....	2	.....	....	.....	....
R.C.S.S., Russell and Ottawa	....	.....	4	5	8	9	3	....	.....	6	20	18	10	4	1	3	7	10	10	4	....
R.C.S.S., Prescott	1	1	4	6	2	4	29	1	4	5	8	17	8	6	4	3	4	11	8	2	1
P.S., Prescott and Russell	4	4	4	5	10	2	3	1	2	11	10	4	2	....	3	7	10	4	1	.....	....
R.C.S.S., Districts	2	4	5	4	5	2	5	3	6	5	4	4	4	2	5	5	6	1	2	.....	....
P.S., Districts	....	.....	2	2	4	2	16	....	.....	3	1	8	2	2	1	1	2	1	4	1	....
P.S., Stormont and Glengarry	....	.....	1	.....	1	.....	1	....	.....	2	.....	1	.....	....	....	.....	2	.....	....	.....	....

Summary of Standing in English.

In what proportion of the schools are the children learning to speak, to read, and to write English? The question is difficult to answer because ability in any sphere is relative and cannot well be measured by a fixed standard.

One can say with confidence that the children who leave the third and fourth forms of certain schools are acquiring the power to speak, to read, and to write. In these schools, English conversation, English reading, and English composition are graded I, I-II, or II, depending on the standing. With equal confidence, it may be said that the pupils leaving the third and the fourth forms of other schools are not acquiring these powers. In these schools conversation, reading, and composition are graded IV, IV-V, or V, depending on the standing. Of the conditions in the remaining schools, there is room for reasonable differences of opinion depending on one's interpretation of "speak," "read," and "write."

In assigning the grades I-III inclusive I had in mind as a standard a moderately comprehensive and free working knowledge of English in speaking, in reading, and in written composition. All Form III and Form IV classes in which this standard is being attained are graded III or higher. Many of the pupils in classes graded III-IV show a fair amount of freedom in expression within a very narrow range in vocabulary; others who have very little freedom in expression, have wider vocabularies. Were the pupils of either class to reside for a few months in an English-speaking community, they would soon begin to find themselves at home among the people.

The following table shows regarding the standing of Form III and Form IV classes in conversation, reading, and composition: (1) percentage of schools graded I-III inclusive, (2) percentage of schools graded below III, (3) percentage of schools in which there were no Form III and Form IV classes for examination.

—	Classification of Schools.	Conversation.		Reading.		Composition.	
		Form III.	Form IV.	Form III.	Form IV.	Form III.	Form IV.
R. C. S. S., Essex & Kent.	Percentage of Schools graded I–III, inclusive.....	87.50	78.12	68.75	68.75	68.75	75.
	Percentage of Schools graded below III.....	12.50	3.12	31.25	12.50	31.25	6.25
	Percentage of Schools in which there are no classes	.....	18.75	.....	18.75	.....	18.75
P. S., Essex.	Percentage of Schools graded I–III, inclusive.....	66.67	73.33	53.33	66.67	40.	60.
	Percentage of Schools graded below III.....	.....	.....	13.33	6.66	26.67	13.33
	Percentage of Schools in which there are no classes.	33.33	26.67	33.33	26.67	33.33	26.67
P. S., Kent.	Percentage of Schools graded I–III, inclusive.....	100.	50.	100.	50.	50.	50.
	Percentage of Schools graded below III.....	.....	.....	.....	.....	50.	.....
	Percentage of Schools in which there are no classes.	.....	50.	.....	50.	.....	50.

—	Classification of Schools.	Conversation.		Reading.		Composition.	
		Form III.	Form IV.	Form III.	Form IV.	Form III.	Form IV.
R. C. S. S., Russell & Ottawa.	Percentage of Schools graded I–III, inclusive	23.81	20.63	31.74	30.16	9.52	17.46
	Percentage of Schools graded below III.	68.25	34.92	60.32	25.40	82.54	38.10
	Percentage of Schools in which there are no classes.	7.94	44.44	7.94	44.44	7.94	44.44
R. C. S. S., Prescott.	Percentage of Schools graded I–III, inclusive	15.69	17.65	19.61	21.57	19.61	21.57
	Percentage of Schools graded below III.	80.39	47.06	76.47	43.14	76.47	43.14
	Percentage of Schools in which there are no classes.	3.92	35.29	3.92	35.29	3.92	35.29
P. S., Prescott & Russell.	Percentage of Schools graded I–III, inclusive	61.76	61.76	58.82	61.76	41.18	58.82
	Percentage of Schools graded below III.	26.47	11.76	29.41	11.76	47.06	14.71
	Percentage of Schools in which there are no classes.	11.76	26.47	11.76	26.47	11.76	26.47
R. C. S. S., Districts.	Percentage of Schools graded I–III, inclusive	62.07	58.62	51.72	55.17	48.27	55.17
	Percentage of Schools graded below III.	34.48	6.90	44.83	10.34	48.27	10.34
	Percentage of Schools in which there are no classes.	3.45	34.48	3.45	34.48	3.45	34.48
P. S., Districts.	Percentage of Schools graded I–III, inclusive	10.71	17.86	14.28	17.86	10.71	14.28
	Percentage of Schools graded below III.	46.43	17.86	42.86	17.86	46.43	21.43
	Percentage of Schools in which there are no classes.	42.86	64.28	42.86	64.28	42.86	64.28
P. S., Stormont & Glengarry.	Percentage of Schools graded I–III, inclusive	66.67	66.67	.....	66.67	66.67	66.67
	Percentage of Schools graded below III.	33.33	.....	100.	.....	33.33	.....
	Percentage of Schools in which there are no classes.	.....	33.33	.....	33.33	.....	33.33

Standing in Arithmetic.

As in English schools, arithmetic receives a great deal of attention. In the schools employing trained teachers the elementary number work is usually introduced through object teaching and the results may be regarded as fair. In most of the other schools the introductory work is below the average. Pupils in Form II are, as a rule, fairly expert in calculations involving the simple rules, but those in Form III and Form IV lack power in solving simple practical problems.

The following table summarizes the results of the tests in arithmetic. The figures below the grades indicate the number of schools in which the classes were given the grading.

ARITHMETIC.

—	Form I.								Form II.							
	I-II	II	II-III	III	III-IV	IV	IV-V	V	1	I-II	II	II-III	III	III-IV	IV	IV-V
R.C.S.S., Essex and Kent	1	2	8	9	9	3	.....	.....	.....	.....	6	7	9	9	1	.....
P.S., Essex	.....	1	2	8	2	1	.....	.....	.....	.....	.....	4	8	.....	1	.....
P.S., Kent	1	.....	.....	2	.....	1	.....	.....	.....	1	.....	.....	1	2	.....	.....
R.C.S.S., Russell and Ottawa	.....	2	14	36	8	.....	.....	.....	.....	2	8	16	11	20	1	
R.C.S.S., Prescott	.....	.....	3	37	4	1	.....	.....	2	2	6	13	11	8	3	3
P.S., Prescott and Russell	1	.....	11	22	.....	.....	.....	.....	1	2	5	11	4	6	2	2
R.C.S.S., Districts	.....	1	6	16	5	1	.....	.....	1	.....	1	15	3	6	.....	1
P.S., Districts	.....	1	1	11	13	.....	.....	.....	.....	1	2	8	5	5	2	4
P.S., Stormont and Glengarry	.....	.....	1	2	1	.....	.....	.....	.....	.....	1	.....	.....	1	.....	1

ARITHMETIC.—Continued.

—	Form III.								Form IV.								
	I	I-II	II	II-III	III	III-IV	IV	IV-V	I	I-II	II	II-III	III	III-IV	IV	IV-V	V
R.C.S.S., Essex and Kent	.....	1	4	8	11	4	4	.....	.....	1	5	3	7	6	2	.....	1
P.S., Essex	.....	.....	2	1	2	1	3	.....	.....	1	1	.....	4	3	1	.....	.....
P.S., Kent	.....	.....	.....	1	1	2	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....
R.C.S.S., Russell and Ottawa	.....	.....	2	8	10	20	9	8	.....	2	3	5	4	6	4	8	3
R.C.S.S., Prescott	1	2	3	3	6	10	13	11	.....	.....	3	6	5	4	10	5	.....
P.S., Prescott and Russell	.....	.....	3	3	5	6	6	6	1	2	2	.....	3	6	11	1	.....
R.C.S.S., Districts	.....	.....	2	2	6	5	5	8	.....	.....	1	4	3	5	1	5	.....
P.S., Districts	.....	1	3	.....	4	2	2	4	.....	.....	.....	2	3	1	4	.....	.....
P.S., Stormont and Glengarry	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	2	.....

Standing in Geography.

Some of the teachers who have had training are making efforts to carry out the course as outlined for the different grades in the Public School Course of Study and some good work is found in their classes. On the whole, the lessons in geography in the other schools consist principally in the formal repetition of work prepared from notes, text-books, maps, etc.

The following table summarizes the results of the tests in geography. The figures below the grades indicate the number of schools in which the classes were given the grading.

GEOGRAPHY.

—	Form III.						Form IV.				
	II	II-III	III	III-IV	IV	IV-V	II	II-III	III	III-IV	IV
R. C. S. S., Essex and Kent.....	1	4	9	4	1	.....	5	5	10	3	1
P. S., Essex.....	....	1	6	1	....	.....	.....	1	10	.....	.....
P. S., Kent.....	....	.....	1	.....	....	.....	.....	.....	1	1	.....
R. C. S. S., Russell and Ottawa..	1	.....	20	20	5	.....	3	3	16	11	1
R. C. S. S., Prescott.....	....	4	10	12	9	1	3	3	12	7	5
P. S., Prescott and Russell.	....	3	8	4	4	.....	2	7	9	5	1
R. C. S. S., Districts.....	1	4	6	9	3	.....	3	6	6	2	.....
P. S., Districts.....	....	1	5	4	4	.....	1	2	2	3	.....
P. S., Stormont & Glengarry	....	.....	2	.....	....	.....	.....	.....	1	1	.....

Standing in Writing.

The handwriting of pupils is on the average as good as that of pupils of the same standing in English schools. Some of the teachers, especially those belonging to religious communities, have given the subject special attention, and the proficiency of their pupils is very creditable. The writing of the pupils in the senior division of P. S. S. No. 2, Sandwich West, should be specially mentioned. I have never found better work in a rural school.

The following table summarizes the results of the tests in writing. The figures below the grades indicate the number of schools in which the classes were given the grading.

WRITING.

	Form II.						Form III.							Form IV.					
	I–II	II	II–III	III	III-IV	IV	I–II	II	II–III	III	III-IV	IV	IV–V	I	II	II-III	III	III-IV	IV
R. C. S. S., Essex and Kent	1	1	6	22	2	....	1	3	6	20	2	....	.....	.....	4	5	18	.....	.....
P. S., Essex	.....	2	1	9	1	....	.....	1	.....	8	1	....	.....	1	2	1	7	.....	.....
P. S., Kent	.....	....	.....	2	2	....	.....	....	.....	2	2	....	.....	.....	....	.....	2	.....	.....
R. S. C. S., Russell and Ottawa	.....	2	7	45	4	1	.....	2	14	37	4	....	.....	.....	7	8	20	2	.....
R. C. S. S., Prescott	.....	2	5	35	5	1	.....	3	11	32	1	1	.....	.....	5	12	15	.....	.....
P. S., Prescott and Russell	.....	....	6	25	2	....	.....	....	8	21	.....	....	.....	.....	2	9	13	.....	1
R. C. S. S., Districts	.....	....	4	19	2	1	.....	1	12	13	1	....	.....	.....	4	8	6	.....	.....
P. S., Districts	.....	1	2	21	3	....	.....	1	5	9	2	....	.....	.....	2	2	6	.....	.....
P. S., Stormont and Glengarry	.....	....	.....	3	.....	....	.....	....	.....	3	.....	....	.....	.....	....	.....	2	.....	.....

Standing in Drawing.

The drawing in most of the schools consists in the copying of pictures from text-books or the blackboard. In a few schools I found exceptionally good work in object drawing both in black and white and in colours. Several of the teachers had taken special courses of study in art and a good beginning in the subject is being made in the schools under their charge.

The following table summarizes the results of the tests in drawing. The figures below the grades indicate the number of schools in which the classes were given the grading.

DRAWING.

	Form II.						Form III.					Form IV.					
	II	II-III	III	III-IV	IV	IV-V	II	II-III	III	III-IV	IV	I-II	II	II-III	III	III-IV	IV
R. C. S. S., Essex and Kent	3	4	7	3	.....	.....	3	6	8	1	1	.....	5	3	7	1	1
P. S., Essex	.....	1	3	.....	3	.....	.....	1	3	2	1	.....	.....	1	2	2	2
P. S., Kent	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....
R. C. S. S., Russell and Ottawa	1	9	15	6	.....	.....	4	6	18	5	.....	.....	4	6	6	3	.....
R. C. S. S., Prescott	2	1	21	6	2	.....	4	4	19	8	2	1	4	4	15	5	2
P. S., Prescott and Russell	1	2	17	4	.....	.....	1	2	16	4	.....	.....	2	2	18	1	.....
R. C. S. S., Districts	.....	.....	4	5	1	.....	.....	2	4	3	1	.....	2	1	5	.....	.....
P. S., Districts	.....	.....	7	2	.....	.....	.....	.....	6	.....	.....	.....	.....	1	3	1	.....
P. S., Stormont and Glengarry	.....	.....	3	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	2	.....	.....

Standing in French.

No systematic examination of the pupils in French was made during the inspection of schools, but I had many opportunities incidentally of estimating the training. As in the case of other subjects, results vary with the character of the teacher employed. Where good teachers are employed, pupils are improving their forms of speech, learning to read and to write French and are laying the foundation for the higher study of the French language and literature in the High Schools or University. On the whole, it may be said that in all schools where the subject is continued into Form III, pupils are gaining the power to grasp thought from the printed page in an ordinary book or periodical. Written composition is the subject in which pupils are the most deficient.

Efficiency of Schools.

It is evident from an examination of the results of all the tests applied that the English-French schools are, on the whole, lacking in efficiency. The tests combine to show that a large proportion of the children in the communities concerned leave school to meet the demands of life with an inadequate equipment in education.

This statement applies to the general situation and should not be interpreted to mean that all the schools included in the lists at the beginning of the report are, as compared with other schools in the Province, inefficient. The schools at Amherstburg, North Bay, Vankleek Hill, Windsor, and some of the schools in the City of Ottawa, are good types of the graded school. Like most schools of this class, they have their weaknesses in staff and organization; but, everything considered, they are at least the equal of average graded schools in urban centres elsewhere. The school at Plantagenet (P. S. S. No. 6A, North Plantagenet) is doing excellent work. It has given good support to the High School, and few, if any, schools in villages of the size have supplied the Province with more teachers. The school at Fournier (R. C. S. S. No. 4, South Plantagenet) has also an excellent record. The teachers in the Public School at Wendover (No. 3, North Plantagenet), taking into account the handicaps (two teachers in one class-room with a large attendance of pupils), are getting good results, especially in the teaching of English. The rural schools, R. C. S. S. No. 3B, North Colchester; R. C. S. S. No. 4, Cambridge; R. C. S. S. No. 15, North Plantagenet, and P. S. S. No. 1, Hanmer, considering the limitations under which they are working, are efficient schools.

Nor is it to be inferred that the schools named are the only ones in which good work is being done. They are selected mainly to show the possibility of good results under varying conditions in the English-French Schools. Those first mentioned are types of the graded school in mixed English-speaking and French-speaking urban centres. Plantagenet (three teachers) is a village school in a French-speaking community. Fournier is a small school (two teachers) in a mixed English-speaking and French-speaking village. Wendover is a similar school in a French-speaking village. The others are rural schools with one teacher each working under different conditions in French-speaking centres.

VI. CAUSES OF INEFFICIENCY OF SCHOOLS.

1. Difficulties of the Bilingual Situation.

The bilingual situation presents in itself a problem of special difficulty. Children have learned to understand and to speak one language, and they are required, in addition, to master the ordinary subjects of the Public School Course of Study, to learn another language, and to become so proficient in it that, in a reasonable time, it may be made the means of communication and the medium of instruction. It is evident that these demands add materially to the work of the schools. Results, therefore, equal to those attained in the ordinary English schools cannot be expected in the same period of time.

2. Irregularities in Attendance.

The irregularities in attendance are doubtless the cause of the backwardness of pupils in many of the schools. The facts regarding the attendance of pupils in the Counties of Essex and Kent, given in the table, do not indicate fully the actual conditions. In many schools the *same* pupils are absent continuously for several months in the year. It is evident that children who attend school in this way at broken intervals for short periods and leave school at twelve, thirteen, or fourteen years of age, cannot, even under the conditions obtaining in well-equipped schools, receive a satisfactory education. The demands of life are now becoming so exacting that the ordinary period at school (from five to fourteen years) is regarded as too short to give a fair preparation for it. When this period is cut down to one-third, the results are disastrous.

Irregularity in attendance lessens the efficiency of even the best schools. Take, for example, St. Alphonsus School, Windsor, which has a competent staff of teachers, and has, I understand, maintained a competent staff for years. No special demands are made on it in teaching children to speak English, because, although about 30 per cent. of the children are French-speaking, all, with the exception of one pupil in Form I, speak English. The standing of the pupils as determined by my examination of the classes was in most departments good, and, upon the whole, satisfactory in all. The school has had a fair record at the Entrance Examinations. Yet, when one compares the standing of the pupils with their ages in the following table, he is convinced that there is a considerable percentage of loss in efficiency in the school. Inquiry shows that this loss is due mainly to irregularities in attendance and to changes of pupils from school to school.

Number of Pupils of the Various Ages in the Different Forms of the St. Alphonsus School, Windsor.

Forms.	5 yr.	6 yr.	7 yr.	8 yr.	9 yr.	10 yr.	11 yr.	12 yr.	13 yr.	14 yr.	15 yr.	16 yr.
I.....	9	37	27	38	19	8	7	5	.....	.....	.....	.....
II.....	.....	.....	.....	3	15	32	13	8	7	3	.....	.....
III.....	.....	.....	.....	.....	2	6	9	12	10	7	1	2
IV.....	.....	.....	.....	.....	.....	2	6	9	17	20	8	5

3. Preponderance of Teachers of the Lower Grades.

The teachers engaged in the English-French Schools show special zeal and earnestness in their work. I am convinced that they are conscientiously doing their best to train the children under their charge. Moreover, a very large percentage of them have the natural temperament and instincts of the teacher, but it is manifest that many of them are seriously handicapped in their efforts by the lack of academic and professional training. In discussions of the question of teacher supply, I have sometimes heard the opinion expressed that the employment of a teacher of high qualifications is unnecessary in the ordinary school, especially when the attendance is made up mainly of young children. This view presupposes a very narrow function for the school. It is true that now and then a first-class or a second-class teacher, through lack of aptitude, fails, while a teacher of a lower grade, of high natural attainments, is markedly successful; yet, as a rule, wherever well-trained teachers are continuously employed in a community for a period of years, the educational standards are high, while they are low where teachers of inferior qualifications are similarly employed. This principle has special application to the English-French Schools, because, as I have pointed out, unusual demands are made upon the teachers in these schools. There can be no doubt whatever but that the efficiency of the English-French Schools is seriously lowered by the employment of such a large proportion of teachers holding certificates of the lower grades. The depressing effects are intensified by the constant changes which take place in the staffs of the schools. The table giving the length of service of the teachers employed shows that nearly 60 per cent. of the total number of teachers have been in their present positions less than one year.

4. Lack of Opportunities for Attending School.

The backwardness of the older children in the small isolated communities in the Districts is frequently accounted for by the fact that these children had no opportunity of attending school when they were younger. Through the activity of the inspectors and the missionary efforts of some of the clergy interested in education, schools, which are in part supported by the Assisted School Fund, have been organized during the last few years in many of these centres. But the children who grew up to school age before the organization of these schools were without the advantages of training in their earlier years.

5. Uncertainty Regarding the Relation of the Regulations of the Department of Education to the Roman Catholic Separate Schools.

The uncertainty regarding the application of the Regulations of the Department of Education to the Roman Catholic Separate Schools has had an effect upon the character of the English-French Schools of Eastern Ontario and the Districts. My meaning will be made clearer by illustrations. The principal of a large graded school was asked why she did not have the law respecting the use of English as the language of instruction observed in her school. She replied that the provisions of the Public Schools Act and the Regulations of the Department of Education do not apply to Roman Catholic Separate Schools. Another teacher in a

rural school was asked why she did not use more English in her teaching. Her answer was that she was teaching in a Roman Catholic Separate School, not in a Public School. It is not common, I believe, for teachers thus explicitly to claim that because their schools are organized under the Separate Schools Act, they have special privileges apart from the provisions for religious training. Nevertheless, the impression that those in control of Roman Catholic Separate Schools are working under freer conditions respecting the course of study, the language of instruction, and the use of text-books, than those in charge of Public Schools, prevails. Indirectly, this impression has been one of the chief factors in limiting the use of English in English-French Roman Catholic Separate Schools in Eastern Ontario and the Districts, because the teachers in these schools have not been made to feel that they were under obligations or bound by regulations to endeavour to make it the language of instruction.

VII. CONDITIONS WHICH PROMOTE EFFICIENCY.

In some of the schools, the French-speaking children are acquiring a good working knowledge of English, both oral and written. At the same time, they are learning to read and to write French, and are being given a satisfactory training in the other branches of a Public School education. The success of these schools demonstrates the possibility of carrying out the provisions for education in French-speaking and German-speaking communities if the necessary conditions are observed in the organization and the conduct of the schools.

In the course of the investigation I aimed to inquire into the conditions which appeared to promote efficiency. My conclusions are embodied in the remaining sections of the report.

1. Language of Instruction.

The best results are obtained when the medium of instruction is in the beginning the mother-tongue. Life in the ordinary school is so different from the life of the home that the child on entrance to school finds himself in a strange and perplexing environment. He is bewildered if the language he hears in his lessons has no meaning for him, and for a long time he makes but little progress. When he appears to learn, he is usually but repeating meaningless words. My conclusions, I find, are in accord with those of others who have investigated the bilingual problem in other parts of the Empire. A discussion on Bilingualism was held at the recent Imperial Education Conference and the question of the medium of instruction received a large share of the attention. While the delegates differed regarding the question of the time when English should be introduced into the course of study, and also regarding the stage at which it should be used continuously as the language of instruction, all were agreed that the child on entrance to school should receive his instruction through the vernacular.

Dr. Mackay, of Nova Scotia, said: "In order to settle the difficulty a commission was appointed; and the commission determined, and the Government accepted the determination, that the education of the French-speaking child should commence, and be continued during the first four years, in the mother-tongue, and French Readers were provided for them. While these French Readers were used during the first four years the teachers of these schools were expected to acquaint themselves with the method of teaching English colloquially, and during these four years the children

were required to do as much as possible in English so that after the fourth year instruction could go on in English continuously. That is the way the matter stands at present in the Province of Nova Scotia and New Brunswick. I believe the French are pretty well satisfied with it. The children in this way learn English more easily. They can learn written French more rapidly, and that enables them with very little difficulty to commence their studies in English thereafter."

Dr. Parmelee, of Quebec, said: "Our experience abundantly proves that we must at first give instruction in the mother-tongue.

"We consider that the instruction must be in the first instance in the mother-tongue. The change to a second language comes at a later stage."

Mr. Owen Edwards, in describing the condition of affairs in Wales before the introduction of Welsh as the language of instruction, said: "We thought that the best way of teaching English to a Welsh child would be to make the language and the atmosphere of the school entirely English, and to use Welsh, if at all, for the purpose of absolutely necessary explanations. I can but state the result by quoting from a report of a small committee of teachers of great ability and long experience, a report adopted and published by the Anglesey Education Committee. The infant, as he leaves the infant school, is thus described:

"'He reads words with which he associates no meaning, and is denied access to the written word which would at once call up ideas and stimulate his intelligence. Thus, when he has attained the age of six or seven, his book tells him nothing; the language he reads he cannot understand, and the language he understands he cannot read.'

"That was the typical product of infant schools until a few years ago."

Mr. A. T. Davies, in describing the condition of affairs in Wales at the present time, says: "H. M. Inspectors, without exception, reported—I have a sheaf of reports here that I could refer to if necessary—most favourably upon the beneficent operation of the new provisions. Here is one report, dated 1909 (or two years after their first issue), and taken at random. It may be regarded as typical of numbers of others: 'The introduction of Welsh as the medium of instruction in the infant class has had a most beneficial effect on the whole school; the interest of the scholars is aroused from the beginning, and the older scholars bring to the study of other subjects an alert mind and not a mere memory.'"

Sir Herbert Risley, quoting from a resolution issued by Lord Curzon's Government in 1904, said: "It is equally important that when the teaching of English has begun, it should not be prematurely employed as the medium of instruction in other subjects. Much of the practice, too prevalent in Indian schools, of committing to memory ill-understood phrases and extracts from text-books or notes, may be traced to the scholars having received instruction through the medium of English before their knowledge of the language was sufficient to enable them to understand what they were taught."

The transition from French to English is best made gradually through the method of double teaching. According to this plan, a lesson is first taught in French and then repeated or reviewed in English. During the first part of the lesson, the child is expected to become familiar with the subject matter of the lesson; during the second part, his attention is given mainly to grasping the thought and expressing himself in English. This method is employed with success in number work from the beginning. The vocabulary of arithmetic is so limited that the child learns readily to use the English words in counting and in combining numbers without confusing them with the French equivalents, if new terms are introduced slowly. The best results in elementary arithmetic found in the schools were obtained in this

way. Care was taken to develop the first notions of numbers through the free use of objects and to associate the verbal symbols, whether French or English, directly with the objects or operations. When the lesson consists of the mere repetition of number names little meaning is attached to the words, whether two sets of symbols are used or but one. The explanations of the more abstract processes are given in French. It is obvious that a child must have a fairly good grasp of language to understand the explanations of such operations as "carrying," "borrowing."

The use of English in the teaching of the other subjects is introduced in a similar manner at subsequent stages. The more concrete phases of a subject are first selected for the English review, and the more abstract presented later as the child gains power in the use of the language. On the one hand, the teacher seizes every opportunity to introduce English, even when the child in putting forth effort comprehends but vaguely or remotely the meaning of the words; on the other, she is constantly on the alert to prevent the child from learning by rote combinations of purely meaningless words. The tendency is strong, even when the child is learning through the mother-tongue, for the lesson to degenerate into the mere recitation of verbal formulas. This tendency becomes much stronger when a secondary medium of instruction is used.

The time when English should be used continuously as the language of instruction depends on the ability of the student and the language conditions of the locality in which the school is situated. Where English is spoken quite generally in a community and by the children on the playground, young children learn in a surprisingly short time sufficient English to follow the school lessons. In fact, where the child is not shy and mingles freely with the English-speaking children, he makes, after a few months, good progress in the ordinary English school. This is the case with most foreign children in our city schools. In sections where the only language spoken in the homes and by the children on the playground is French, progress in English is necessarily much slower.

When a fair amount of attention is given to English conversation, reading and composition, and reasonable pains are taken to introduce English gradually as the language of instruction in Forms I and II, all subjects, with the exception, of course, of French, are taught successfully through English in Form III. This rule should not be regarded as presenting absolute limitations on either hand. In some of the best schools in exclusively French-speaking districts, both urban and rural, English is used quite generally at an earlier stage, yet frequently in such schools French may be employed to advantage in the upper classes to convey a delicate shade of meaning or to suggest the appreciation of a subtle feeling.

Some of the teachers I met argued somewhat strongly for the retention of French as the language of instruction throughout the course, contending that since the child thinks most naturally in the mother-tongue he is greatly handicapped in pursuing a course of study when there is placed upon him the added difficulty of acquiring and using a strange language. These teachers would continue English as a subject of study to the end of the course. The results, in so far as the learning of English is concerned, condemn the plan. Wherever the method is followed, the pupils' attainments in English are unsatisfactory. The reasons are obvious. When English is regarded simply as one subject among others, as are French and German in the High School, the attention given it is necessarily inadequate. Moreover, motive has very much to do with learning. There is a marked difference between the attitude of the learner when he is passively following a lesson and when he has a conscious purpose in his efforts. In the formal language lesson, the pupil is sim-

ply taking part in an exercise, but when English is being made use of as a means of communication, he is compelled to be constantly on the alert to understand what is said and to express his own ideas in the language. Again, skill in the use of a language comes only through varied and constant practice. As French is the language spoken almost exclusively in his home and among his companions, the school offers the pupil his only opportunity of gaining a mastery of English. A good beginning is made through formal language lessons in Form I, but the ordinary teacher has neither the time nor the skill to provide in such lessons a sufficiently wide range of practice in the upper grades. Doubtless teachers with exceptional training and with special gifts for teaching languages can, by an extended use of the direct method of teaching, when time is at their disposal, lead pupils through a course in English which will in the end give them a sufficiently comprehensive training in conversation, composition, and reading. This work is not being done in any of the English-French schools. Teachers with the requisite qualifications are not available, nor is it likely, considering all the conditions, that it will ever be possible to secure them for this service. But where English is used as a means of communication between pupil and teacher and used as the medium of instruction, opportunities are offered naturally for a very wide and varied use of the language. Pupils do acquire in this indirect way in many schools proficiency in English.

Experience shows that the pupil's progress in the ordinary subjects is not retarded as much as might appear by the necessity of learning and using a strange tongue. I found, both in graded and rural schools, Form III and Form IV classes that had been taught through English well up in the ordinary subjects of the public school course and able to answer readily in English when questioned on these subjects.

2. Organization.

The organization which gives, on the whole, the most satisfactory results requires the pupil to remain three years in Form I and two years in Form II, during which time English is made gradually to replace French as the medium of instruction. At the end of this period the most backward pupil should have sufficient command of the language to follow with comparative ease lessons conducted in English.

This organization adds one year to the time commonly taken in English schools to complete the Public School Course. I am convinced that, considering the additional labour involved in learning a new language, the work cannot be done satisfactorily in a shorter time. In some good schools the extra year is taken in Form III, but, on the whole, pupils make more satisfactory progress when the additional time is spent in the earlier part of the course.

In schools attended by both English-speaking and French-speaking pupils the English-speaking pupils are best taught by themselves in Forms I and II. The French-speaking children naturally need, in the beginning, special attention in English not necessary to be given to the English-speaking children, and the separation of classes allows both the English-speaking and the French-speaking children to proceed with the least possible loss of time. In such schools the classes are combined with advantage in Form III.

The mixed school offers the French-speaking children the best opportunity of learning English. Not only does this form of organization give them an opportunity of acquiring English through association with the English-speaking pupils on the playground, but it permits of the teaching of English throughout the grades

by teachers whose mother-tongue is English and of French by teachers whose mother-tongue is French by a system of exchanges in teachers easy to arrange. Now and then we find a teacher whose mother-tongue is English who speaks French perfectly, and one whose mother-tongue is French who speaks English perfectly, but instances are rare.

The system adopted in the R. C. Separate Schools at Ottawa East and Mattawa, where the classes are paralleled throughout all the grades, is wasteful of time, because two separate Form III and Form IV divisions are maintained in all subjects with a small number of pupils in each. Besides, the French-speaking pupils in these schools are losing the advantage of being trained in English by teachers whose mother-tongue is English.

3. Language Used in Giving School Directions.

English can be used in giving commands, directions, etc., in the ordinary routine of the school. Little ones of five years of age pick up within a week or two the meanings of the terms used and follow the general directions of the teacher without difficulty. Of course, when a teacher is giving a pupil special directions or carrying on an extended conversation with him, she must use French if he is not sufficiently proficient in English to understand her.

4. The Teaching of English.

English Conversation.

This subject has been quite fully considered in connection with the discussion of the language of instruction. Conversation is best taught when every school lesson becomes a practice exercise. The child at entrance to school begins with systematic lessons in conversation. The subjects of conversation are objects, pictures, actions, etc., and words are directly associated with ideas. As soon as a few notional words are acquired, relational words are introduced. Questions and answers, are, as far as possible, thrown into the form of sentences, and the pupils are introduced gradually to the more familiar forms of asserting, asking, denying, etc.

As English becomes the language of instruction, the formal exercises in conversation are dropped, but the teacher continues to keep in mind the language requirements of the pupil in connection with the teaching of every subject of study, and she is on the alert to find opportunities of assisting him to enlarge his vocabulary and to acquire increased freedom in the use of language.

The proficiency of pupils in conversation can be materially advanced by the assistance of parents when they are themselves able to speak English. In the course of my inspections, I found in the junior second class of one of the largest graded schools visited two little girls much freer in the use of English than the other members of the class. On inquiring the reason, I was told by the teacher that the parents of the children took special pains to teach them at home. The father of one of the girls called upon me later and explained that, desiring their children to learn both languages, he and his wife had systematically used both English and French in the home. The result, he said, was that each of their children had acquired facility in the use of both languages at a very early age. Similar instances of the effects of home training were observed in other centres. A wider observance of this practice would materially lighten the burden on the schools.

English Reading.

Two special difficulties are encountered in teaching the French-speaking child to read English, (1) difficulties connected with articulation and pronunciation, (2) difficulties in interpreting the English symbols.

There are certain sounds which the French child finds special difficulty in articulating, and when sufficient care is not taken to teach him to pronounce them correctly in the beginning, he acquires a faulty accent and pronunciation which become more firmly fixed as he proceeds. In some schools, teachers have had marked success in overcoming difficulties of accent and in training the children in habits of pronunciation which scarcely can be detected as different from those of ordinary English-speaking children. In these schools the effort is made at the outset to have the English words pronounced correctly, and special drills in articulation are kept up until the child has mastered all the more difficult sounds.

The difficulties which the French-speaking pupil experiences in grasping the meaning conveyed by the English symbols are very real. It is easy for him to learn more or less perfectly the phonic values of the letters and to acquire facility in reading orally, after a fashion, from the book; but to learn to grasp the thought from the printed page is another matter. This process requires time and demands skill in teaching. At the outset, reading is delayed until the pupils have the necessary supply of images and ideas to give the written words meaning. During the first year at school no reading-book is employed, but the conversation lessons are widened to introduce most of the words used in the Primer. Some of the teachers present the illustrations of the Readers by drawings on cards or on the blackboard to assist them in carrying on these conversations. This practice could be extended by publishing these illustrations in enlarged form.

The teachers who have been most successful make the conversation exercises at every stage the leading feature of the reading lessons. While reducing translation to a minimum, they do not set it aside altogether. When it is found specially difficult to render the meaning of an English expression clear by simpler English words or by concrete illustrations, the equivalent French expression is given. It is true that when translation is relied on mainly in interpreting the meaning of the English passages, either through the use of bilingual readers or the dictionary, the child's progress is uncertain and slow; yet, in many cases, it is the simplest and most effective method of connecting the English symbol with the idea. The direct method is at times unnecessarily circuitous.

This difficulty of grasping the meaning conveyed by words is found not only in connection with the oral reading in the reading books, but also in the silent reading which the pupil must do in preparing his lessons in the other subjects of study. Here, when the pupil fails to interpret the meaning of the book, he is prone to fall into the common habit of learning the words by rote. The teacher is often deceived, when, on hearing the lesson, she is satisfied with the recitation of the matter in the book. As in oral reading, haste is made slowly. Pupils are encouraged to question the teacher regarding the matter read, and the teacher, on her part, in conducting the exercises of the class, endeavours to make sure that the pupils are comprehending the meaning of the words they use in giving their answers.

English Composition.

I met with many illustrations to prove that the French-speaking pupils make rapid progress in written as well as in oral work when proper methods and care are taken in their training.

Where success is being attained, stress is being laid mainly on two points, (1) persistence in the continuance of varied exercises, (2) insistence on freedom of expression.

Where teachers are succeeding they are persistent in requiring from their pupils written exercises not only in composition as a special subject of study, but also in connection with all the other branches of instruction.

These exercises are not mere formal drills on words or sentences. As far as possible, they are required to be the free expression of the child's own thoughts. The teacher gets but little from the pupils at first; but, when she expects but little, is sympathetic in showing her appreciation of the children's efforts, and is helpful in criticism, she very quickly leads them to widen and improve their forms of expression. Teachers who would otherwise succeed, frequently fail because, impatient in looking for results, and expecting too much, they discourage and repress their pupils by criticisms which are either too frequent or too severe.

5. Other Subjects in the Course of Study.

The language studies of the English-French Schools are the only subjects that present special problems for consideration. The character of the work to be undertaken in other departments is practically the same as in the English Schools.

6. Text-Books.

As I have already pointed out, many teachers make a good beginning in applying conversational methods in teaching English, but through lack of knowledge and materials are unable to continue beyond a few simple lessons. A manual of method for teachers covering the whole field of the teaching of English to French-speaking pupils would assist them materially. It should contain a detailed outline of work for each of the lower grades with illustrative lessons and discussion of methods. It should also give instructions regarding the place of elementary reading and written composition and the best methods of introducing them. It should be made a text-book in the training schools for teachers and a copy should be placed in every English-French School. The Berlitz Methods are in quite general use in Eastern and in Northern Ontario. Their chief defect for our purpose is that the lessons do not bear directly upon and lead up to the introduction of oral reading as carried out in our authorized text-books.

It is quite generally conceded that the English-French Readers do not meet the modern requirements as either English or French Readers. The system of teaching which they are intended to serve has been discontinued in all the best schools. The Ontario Readers are being introduced as English Readers into most of the Public Schools and into many of the R. C. Separate Schools. The English-French Readers are retained for reading in French only. The facilities for teaching French would be improved by adopting a new series of French Readers, modern in selections, arrangement, and illustrations.

On account of the diversity of inflections and idioms in the French language, a systematic study of grammatical forms is necessary at an earlier stage than in English. At present the demand is supplied by a variety of French grammars. All appear to be defective in that the presentation of the subjects is unnecessarily encumbered with definitions and formal rules. The pupils are wasting a great

deal of valuable time in committing these to memory. The conditions would be met by a simple, practical work in composition and grammar, presenting through abundant typical illustrations the necessary language forms.

7. The Teaching of French.

The subject of French in the English-French Schools was considered mainly in its bearing upon the teaching of other subjects of the course of study.

The teaching of French is in the early stages very closely connected with the use of the language as an introductory medium of instruction. The teacher loses very much in power when she is unable to present written or printed words in blackboard and other exercises. During the pupil's first year at school, he has very little to take up his attention except his lessons in English conversation and arithmetic. He has, therefore, ample time to make a good beginning in French reading and to provide a basis in language for written exercises. By the beginning of the second year, he has learned to appreciate the value of symbols in expressing thought, and he learns the mechanics of English reading much more rapidly than the English child who has had no previous training in reading. In the second and third forms the teachers usually find sufficient time to continue the lessons in the French language without seriously interfering with the other subjects of study. It is in Form IV, especially in the case of classes preparing for the Entrance Examination, that the chief difficulty is experienced. While some of the teachers say that they can cover the Entrance course and at the same time devote sufficient attention to French reading, grammar, and composition, yet the majority of them are of the opinion that such a course is too extensive. Some of the teachers freely admitted that their pupils were not prepared for the Entrance Examination because the preparation of the Entrance subjects interfered with the study of French. Others, on the other hand, told me that they gave but little attention to French in Form IV, because the time given to it interfered with the preparation of work for the Entrance Examination. It is evident, therefore, that in some schools the study of French is interfering with the results in the Entrance Examination and in others that the Entrance Examination is displacing the study of French. It would appear that, under present conditions, the two can be combined only through some readjustment of the requirements of the Entrance Examination which would shorten the course for those who study French.

8. The Supply of Teachers.

The chief obstacle in the way of the improvement and the maintenance of the English-French Schools is the difficulty of securing an adequate supply of competent teachers. Given a sufficient force of well selected and well trained teachers who have a clear and sympathetic grasp of the needs of the English-French Schools and of the means of supplying them, the schools might in a reasonable time be made quite as efficient as the schools in English-speaking localities.

It is a comparatively easy matter to organize and to perfect training schools, but the pressing question is, from what sources are these schools to secure an attendance? Applicants for training must necessarily come from the French-speaking population. So far it has been impossible to secure from this source a sufficient number of candidates with proper academic standing to take up the work of train-

ing. At the present time, there are two training schools, one at Ottawa and one at Sturgeon Falls. The school at Ottawa has this year an attendance of twenty-eight and that at Sturgeon Falls an attendance of seven in the professional class. (The school at Sturgeon Falls has a two years' course: first year, academic; second year, professional.) To secure this attendance it was necessary to admit more than half of these students on a standard lower than that for Entrance to Model Schools. Exception may be taken to the admission of students on such a low standard. Candidates with higher qualifications were not available; and, as rejected candidates are likely to find positions on Temporary certificates, it is thought better to admit them to the training schools and to give them a certain amount of training rather than allow them to begin to teach without any training at all.

The difficulty of securing an attendance at training schools arises mainly from two causes: (1) a relatively small proportion of French-speaking children are in attendance at the High Schools; (2) the demand for young people with bilingual training is great in other fields. In a number of instances, both in Essex and in Eastern Ontario, I asked promising pupils whether they intended to become teachers. The answer in almost every case was in the negative. As a usual thing, pupils in Essex told me that they proposed to take commercial courses and to obtain positions in Detroit. In Eastern Ontario, commercial institutions and the Civil Service claim a fair proportion of those taking secondary training.

The most promising immediate sources of increased supply in Eastern Ontario are the Fifth Classes in small centres of population.

The graduates of the present English-French Training Schools are engaged in Eastern and in Northern Ontario. I found but one teaching in Essex. Most of the trained teachers in Essex and Kent who were not graduates of Normal Schools, had received their professional training in the Model School held at Windsor in 1909. The success of this school would warrant its reorganization on the same basis as that of the Ottawa Training School.

All these sources combined will not, in my opinion, supply sufficient teachers. Moreover, they provide only for teachers of the lowest grade of training. The key to the permanent solution of the problem can be found only in the closer connection of the English-French Schools with the High School system of the Province. In the meantime, teachers with Temporary certificates must be engaged to make up deficiencies in supply. The efficiency of these teachers has been greatly increased by training in Summer Schools. I found on every hand evidences of the good work done in these schools. They might be improved by providing more effectual means for illustrative and practice teaching.

In this connection, it is of interest to know how the demands for a supply of teachers for English-French schools are met in other Provinces. In the discussion on Bilingualism at the Imperial Educational Conference, to which reference has already been made, Dr. Mackay, Superintendent of Education for Nova Scotia, was asked by a delegate, "Have you a large supply of teachers?" He answered: "We are now beginning to have a sufficient supply of bilingual teachers of Acadian origin. We have a vacation of two months in July and August. At the provincial Normal College in Truro, which is affiliated with the agricultural college, we give during this vacation a course in nature study and also in physical training, but we have one department which we call the bilingual school. We have a French visitor of schools, not a regular inspector. We call him a visitor because the regular inspectors take charge of both English and French schools, while the visitor assists the inspectors in the French schools. The present visitor of the Canadian school teaches in the bilingual school, during the vacation, and the Government helps parents to

send a sufficient number of scholars from these French schools to Truro for the course of five or six weeks, and there they are taught English by the instructor. Acadian French teachers are present and they do practical work there in observing the instruction and making an effort themselves to do the same. These teachers when they go to the French schools after this colloquial instruction, prepare the French children to continue their studies, after a four years' course in English."

It would appear from this statement that the provisions for training teachers for the bilingual schools of Nova Scotia are much the same as for training teachers for Temporary certificates in Ontario.

9. The Inspection of the Schools.

I had abundant proofs of the influence of the inspector in determining the character of the work in the schools. I have reference not only to his function in securing the observance of the Statutes and the Regulations, but, more particularly, to the phase of his work which is more directly connected with the training of teachers. The effective inspector not only inquires into and reports upon conditions as they are, but is an active force in improving them. He is in a position as he meets the teacher when she is actually engaged in her work, to appreciate her difficulties and to offer assistance.

Take for example the aspects of her work which the teacher in the English-French schools finds most difficult, the teaching of English to French-speaking children and the introduction of English as a means of instruction. The masters in the training schools may lecture on these topics and point out exactly what should be done, but the inspector who visits the teachers learns the actual conditions of her school. If he has insight and sympathy, he can not only tell her what should be done under the conditions, but can in a tactful way illustrate methods of improvement. It is true that teachers who have had an adequate professional training and are improving their methods through experience, may be left to realize their ideals without too much interference from inspectors; but, in the case of most of the young girls who are teaching on Temporary certificates in the English-French Schools, frequent visits from an inspector prove of great assistance in training them for their work.

One of the most effective means, therefore, of improving conditions in the English-French Schools is to increase very materially the provisions for inspection in these schools.

I am indebted to the inspectors in charge of the schools visited for their courtesy and assistance. They did their utmost to give me information regarding routes of travel, stopping places, etc., and to assist me in making myself familiar with the situation in general.

The reports of the individual schools are appended.

F. W. MERCHANT.

Toronto, February 24th, 1912.

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